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ABSTRACT

This report presents needs assessment data gathered for a Teacher Corps project in Pine Bluff School District (Arkansas). Subjective and objective data were collected from students, parents, and school personnel at five elementary and secondary schools, and from education majors and faculty at the University of Arkansas at Fayetteville and the University of Arkansas at Pine Bluff. The introduction gives the purpose, scope, and procedures used in the study. The second section discusses the social and historical context of the community of Pine Bluff, Pine Bluff public schools, and the background of the two universities. Responses are ranked on a "strongly agree" to "strongly disagree" continuum and are correlated with demographic data and student academic achievement scores for four areas: (1) diagnostic-presciptive instruction; (2) classroom environment; (3) exceptional children; and (4) multicultural education. Perceived strengths and weaknesses and recommendations for each of the five schools are listed. Conclusions and recommendations based on the needs assessment data are presented. An appendix contains needs identified by respondents for inservice program activities. Twenty-two tables provide supporting data from survey responses. (FG)

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ED219377

A NEEDS ASSESSMENT STUDY

CONDUCTED BY:
TEACHER CORPS 1979

UNIVERSITY OF ARKANSAS AT PINE BLUFF
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE
PINE BLUFF SCHOOL DISTRICT

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I. INTRODUCTION

This report resulted from a needs study conducted under the auspices of the Teacher Corps 1979 staff, with the assistance of the Pine Bluff School District, the University of Arkansas at Pine Bluff, and the University of Arkansas at Fayetteville. The objective of the study was to identify and document information and data which could be used as the basis for planning the five-year Teacher Corps project. Questions being addressed included:

1. What are the important goals of the LEA, community, and IHE which may be addressed by the Teacher Corps project?
2. How well are these institutions progressing toward these goals?
3. What are some strengths we can build on and some weaknesses we can eliminate to facilitate more rapid and efficient goal attainment?
4. Where should the present Teacher Corps project begin in improving these schools and universities?

The first step in implementing planning is to assess the needs and resources relative to the above questions. It is recognized that this must be performed by the collaborative involvement of the staffs, students, and the community. The assessment must include both objective and subjective data which, when summarized, will provide an accurate profile of where the institutions are and the priorities for future planning and use of resources.

The results of this study will be used to guide these institutions in planning, implementing, and institutionalizing

those strategies to meet the high priority needs identified. The purpose of this report is to present the findings of this assessment study.

A. Purpose of the Study

The purpose of the assessment study was to:

1. Identify the most critical needs of the pupil population enrolled in the five Teacher Corps project schools and the IHE in terms of diagnostic-prescriptive teaching, classroom learning climate, multicultural education, and the exceptional child.
2. Provide documentation of the identified needs and the extent of the existing deficiencies.
3. Delineate problems which are being encountered, or may be anticipated, in implementing improvements.
4. Establish a rank order of priorities to guide in the planning.
5. Recommend alternatives to guide in the development and operation of more effective programs to meet these needs.

B. Scope of Study

The study included data already available from the IHE and LEA survey data collected and other data collected by the staff. Specific areas of concern selected for study by the Teacher Corps, IHE, and LEA staffs, Policy Committee, and Community Council were as follows:

Areas	Source of Data
· Academic achievement	· Norm-referenced test data
· Number of pupils from low-income families	· School lunch records
· Demographic data	· State and County Economic Data for Arkansas, Industrial Research and Extension Center, University of Arkansas
· Needs as perceived by: LEA staff IHE staff IHE students Parents	· Teacher Corps needs survey including (1) diagnostic-prescriptive instruction, (2) classroom learning climate, (3) the exceptional child, and (4) multicultural education.

C. Procedures

The procedures employed were adopted from the Teacher Corps publication entitled, Assessing School/College/Community Needs, 1978. A Needs Assessment Coordinating Committee was established at each project school. These committees, in collaboration with the Policy Committee, Community Council, and project staff coordinated the planning and implementation of the study. Staff from Educators Consulting Services, Inc., assisted in the completion of the study. The basic tasks completed during the study were as follows:

1. Areas of concern were identified.
2. Target groups to be studied were selected.
3. Data were gathered and analyzed.
4. Problems and/or concerns unique to each target group were identified and documented.
5. Deficiencies and strengths identified by target groups were documented.

6. Specific needs were delineated.

7. Priorities were established based on the most critical needs.

8. Alternative solutions were developed as recommendations for meeting the most critical needs through Teacher Corps project strategies.

Based on the availability of test data and the desire to include students from lower and upper grades, the committee selected students enrolled in the five project schools in grades three, six, seven, nine, and eleven. Achievement test data from April, 1979, were used in the assessment of achievement data. The number of students in each grade at each target school was as follows:

School	Grade	Number
First Ward Elementary	3	48
Indiana Street Elementary	6	200
Southeast Junior High	7	579
Belair Junior High	9	282
Pine Bluff High	11	586
Total		1,695

A community survey was administered to parents of the target students identified above. The number of surveys completed by parents at each school is as follows:

School	Number of Parents Surveyed	Number of Parents Responding	
		N	%
First Ward Elementary	80	33	47
Indiana Street Elementary	100	51	51
Southeast Junior High	100	41	41
Belair Junior High	100	48	48
Pine Bluff High	100	38	38
Total	480	211	44

Surveys were also administered to the project school staffs, IHE staffs, and education majors at the two IHE. The numbers completing and returning the surveys were as follows:

School	Number of Staff Responding
First Ward Elementary	16
Indiana Street Elementary	22
Southeast Junior High	37
Belair Junior High	23
Pine Bluff High	68
Total LEA	166
University of Arkansas at Pine Bluff	
Staff	32
Students	95
University of Arkansas at Fayetteville	
Staff	53
Students	72
Total IHE	252

II. CONTEXT OF THE COMMUNITY, SCHOOL DISTRICT, AND IHE

A. The Community of Pine Bluff

Pine Bluff, a city of 878 square miles, is located in Jefferson County, which is in the southcentral part of Arkansas. It is approximately forty miles due south of Little Rock, the state's capitol and major city. The economy is supported by a blend of agriculture and industry. The principal industries are related to lumbering and light manufacturing, such as paper products. The major crops are cotton, soybeans, and rice.

The population of Jefferson County is 85,329, according to the 1970 U.S. Census. The city of Pine Bluff has a population of 57,389 and is the largest community in Jefferson County. There is no evidence to

support that the population characteristics of Pine Bluff differ from that of Jefferson County as a whole. Some characteristics of the population are as follows:

1. The infant mortality rate is higher (22.4 compared to 20.6) per 1,000 births, and the fertility rate is higher (98.8 compared to 93.4) per 1,000 child-bearing-age females than for the state.

2. The population is 40.5 percent black.

3. There is a higher percentage of Jefferson County residents at the poverty and low-income level than for the state.

4. The size of poverty level families is slightly higher, and their median income is slightly higher than for the state.

5. The percent of population employed in manufacturing is much lower than the state's percent, and agriculture is much lower.

6. The percentage of employment for Jefferson County is considerably larger than the state's percentage.

7. In Jefferson County 1,664, or 18.86 percent, of the families are totally dependent upon welfare. An additional 2,601 receive food stamps.

8. Since 1970, eleven new manufacturing companies have moved into Pine Bluff. Twenty-seven have expanded in size and production. Pine Bluff has a total of 67 manufacturers. Eight of these companies export products abroad.

B. Pine Bluff Public Schools

The Pine Bluff School District is one of eleven school districts in Jefferson County. It is the second largest in square miles, but the largest in average daily attendance. Each school has an on-site principal, and guidance counselors are provided in the junior high and high schools. In order to facilitate educational programs, the school district has employed a superintendent, assistant superintendent, and other central

office personnel. Pine Bluff School District has fourteen public elementary schools with an enrollment of 8,039. The district also has three junior high schools with a total enrollment of 1,974. The one public high school has an enrollment of 1,886. Pine Bluff also has five nonpublic elementary schools with an enrollment of 577, and three nonpublic secondary schools with an enrollment of 298. A summary of the public school membership is presented in Table I.

Some of the characteristics of the school population are presented in Table I. Additional data are as follows:

1. Approximately 32 percent of Jefferson County's population is of preschool and school age, compared to approximately 30 percent for the state of Arkansas.
2. The amount of education, as measured by the number of years of school completed, is higher in Jefferson County than for the state.
3. Approximately 26 percent of the students in the Pine Bluff School District live in one-parent homes.

Table II provides an analysis of the feeder schools to be served by the Teacher Corps project. The information given includes school attendance areas, total enrolled, number enrolled from low-income families, and the percent of low income.

TABLE I

A SUMMARY OF PUBLIC SCHOOL MEMBERSHIP BY RACE IN PINE BLUFF SCHOOL DISTRICT BY GRADE

SCHOOL	KINDERGARTEN				GRADES ONE THROUGH TWELVE			
	BLACK	WHITE	TOTAL	PERCENT BLACK	BLACK	WHITE	TOTAL	PERCENT BLACK
Sixth Avenue	136	17	153	88.9	-0-	-0-	-0-	-0-
Belair	2	19	21	9.5	33	99	132	25.0
Broadmoor	6	23	29	20.7	150	196	346	43.4
Carver	23	-0-	23	100.0	148	9	157	94.3
First Ward	14	8	22	63.6	138	39	177	78.0
Forrest Park	9	20	29	31.0	198	124	322	61.5
Gabe Meyer	9	18	27	33.3	100	119	219	45.7
Lakeside	11	7	18	61.1	144	56	200	72.0
Sam Taylor	25	4	29	86.2	320	40	360	88.9
Southwood	6	62	68	8.8	125	352	477	26.2
Total	241	178	419	57.5	1356	1034	2390	56.7
Greenville	-0-	-0-	-0-	-0-	234	34	268	87.3
Indiana	-0-	-0-	-0-	-0-	215	160	375	57.3
Oak Park	-0-	-0-	-0-	-0-	125	172	297	42.1
34th Avenue	-0-	-0-	-0-	-0-	109	95	204	53.4
Total	-0-	-0-	-0-	-0-	683	461	1144	59.7
Southeast	-0-	-0-	-0-	-0-	351	257	608	57.7
Belair	-0-	-0-	-0-	-0-	324	275	599	54.1
Dial	-0-	-0-	-0-	-0-	404	364	768	52.6
Total	-0-	-0-	-0-	-0-	1079	896	1975	53.2
Pine Bluff High	-0-	-0-	-0-	-0-	942	994	1936	48.7
Jenkins Children's Center	-0-	-0-	-0-	-0-	14	13	27	51.9
Grand Total	241	178	419	57.5	4074	3398	7472	54.5

TABLE II

ANALYSIS OF THE FEEDER SCHOOLS TO BE SERVED BY THE TEACHER CORPS PROJECT

SCHOOL	TOTAL ENROLLMENT	CHILDREN FROM LOW-INCOME FAMILIES	LOW-INCOME PERCENT
First Ward	221	165	74.66
Indiana Street	413	236	57.14
Southeast	773	335	43.33
Belair Jr. High	618	330	53.39
Pine Bluff High	2066	764	26.97
Total	4091	1830	44.73

Other data relative to the total district are presented in Table III.

TABLE III

FISCAL DATA OF PINE BLUFF SCHOOL SYSTEM FOR THE 1977-78 SCHOOL YEAR COMPARED TO AVERAGES FOR SCHOOL SYSTEMS IN ARKANSAS*

	PINE BLUFF	STATE AVERAGE
Area in square miles	129	139.5
Average daily attendance (K—12)	7,526	1,118
Enumeration (1978)	8,329	1,196
Assessed valuation (1977)	$88,948,852	$10,045,646
Mills voted:		
Maintenance and operation	$32.00	$28.69
Debt service	$25.00	$23.88
Total	$57.00	$52.57
Estimated local receipts	$5,062,417	$173,702,736
Estimated current expenses per average daily attendance (1977-78) excluding ESEA and other federal programs	$1,117	$1,027
Number of teachers:		
Classroom—1977-78	372	21,280
Classroom—2978-79 (est.)	370	21,843
Kindergarten—1977-78	17	1,174
Kindergarten—1978-79 (est.)	17	1,249
Average salary of classroom teachers:		
1977-78	$10,880	$10,617
1978-79	$11,791	$11,346
Number of certified personnel:		
1977-78	420.5	62.9
1978-79	418.0	64.7
Average salaries of certified personnel:		
1977-78	$11,285	$10,995
1978-79	$12,212	$11,758

* Annual Statistical Report of the Public Schools of Arkansas, Department of Education, Little Rock, Arkansas, December, 1978.

C. Universities

1. University of Arkansas at Fayetteville

Under authority of the Morrill Act of 1862, the Arkansas General Assembly passed an act in 1871 creating the Arkansas Industrial University as the state land-grant institution and the first public institution of higher education in the state. In 1899 this institution became the University of Arkansas. From these modest beginnings, the main campus of the University of Arkansas, Fayetteville, has grown to a fall, 1978, enrollment of 14,421, a faculty numbering 725 regular-budgeted positions, 740 graduate assistants, numerous research personnel, central administrative staff and an academic administrative staff of 166. The University's main campus has an annual operating budget of over $66.9 million. This budget includes the Agricultural Extension facilities, Graduate Institute of Technology, Industrial Research and Extension Center, and a physical plant at Fayetteville valued at over $113 million. The main campus includes the Agricultural Experiment Station, which was created in 1888 under authority of the Hatch Act.

The University of Arkansas was established under the Public Land Grant Act passed by the federal Congress. The purpose of the Land Grant Act was to provide a system of public higher education which

would offer college opportunities to all qualified persons. The University of Arkansas is dedicated to that purpose. The basic aim of the University is to provide superior educational opportunities to all students, without regard to race, color, creed, or sex.

Acknowledging that the University is one of the state's richest resources and that a particular responsibility rests upon it as a center of teaching, research, free inquiry, and public service, the faculty and administration affirm that to preserve the identity of the University it must earn recognition as:

a. The residential land grant University of the state.

b. A center for learning and free inquiry.

c. The primary cultural center of the region.

d. An institution cognizant of its external responsibilities to the academic community.

e. An institution accountable for effective programs through self-evaluation procedures.

f. A reservoir of knowledge and a source of expertise available to assist in the solution of technical, economic, social, cultural, political, and institutional and other problems faced by the citizenry of the state of Arkansas.

The general objectives of the Fayetteville campus and its authorized adjuncts are to attain an appropriate balance between teaching, research, and community service. Specifically, the objectives are:

a. To emphasize effective and quality teaching at all levels as a primary function of the University and retain well-qualified faculty and sufficient support services in all academic areas.

b. To maintain a quality, dynamic, research program that promotes the spirit of free inquiry and significantly contributes both to the expansion of human knowledge and the application of existing knowledge to pragmatic problems.

c. To maintain active service, outreach, and public information programs to extend effectively the services of the Fayetteville campus to the citizenry of the state.

d. To secure adequate funding for physical facilities, support services, and other resources consistent with the teaching, research, and service activities and student population of the Fayetteville campus.

2. University of Arkansas at Pine Bluff

Arkansas Agricultural, Mechanical and Normal College (Arkansas AM&N College) was created in 1873 by an act of the Arkansas Legislature as a branch of the University of Arkansas and was opened on September 27, 1875, with an enrollment of seven students.

Operating initially as a two-year institution, the school, in 1929, was expanded into a four-year, degree-granting institution and continued in service as Arkansas AM&N College until July 1, 1972, when it was merged with the University of Arkansas, became a separate campus of the University of Arkansas system, and was redesignated the University of Arkansas at Pine Bluff (UA-PB). The latest development in the institution's history, in effect, returned Arkansas AM&N College to its original relationship with the University of Arkansas.

During most of its years of service, Arkansas AM&N operated a restricted educational program in a constricted service area, serving only black citizens. These narrow limits were the result of (1) state-imposed regulations, (2) apathy and disinterest on the part of the majority community in Arkansas, (3) a basic perception of societal opportunities for service on the part of the leadership at Arkansas AM&N, and (4) inadequate funding by the state of Arkansas.

With the redesignation of Arkansas AM&N to UA-PB, the support of the University of Arkansas Board of Trustees and continued monitoring by officials of the U.S. Department of Health, Education and Welfare, UA-PB is enjoying a new thrust and an evolving focus upon broader and improved service.

The current evolution is evident in terms of several specifics: (1) increased advocacy and financial support from leaders in state government including the Legislature, (2) increased attention and support from the University Board of Trustees and system administrators, (3) increased advocacy from the state press and other news media, (4) a renewed interest from the institution's historic constituents, (5) the present and projected physical plant development, (6) the evolving effort to upgrade the instructional staff, and (7) increased attention and patronage from the state's nonblack population.

It is clear that each of the foregoing specifics can and should be capitalized upon and maximized by a substantially accelerated development of carefully selected departments within the University curriculum. Such is the clear commitment of the UA-PB administration, faculty, and staff.

a. Major Goals

The major goals of the institution historically have been (1) to provide an opportunity for education for the "poorer classes," (2) to provide agricultural and vocational training, having been founded as a land-grant institution, and (3) teacher training as implied in its first name—Branch Normal College. These goals, although having received varying priority during different epochs, continue to be the institution's primary aspirations. The Sixty-Eighth General Assembly of the state of Arkansas, in its merger of the college with the University of Arkansas at Fayetteville (effective July 1, 1972), approved these goals for the college, but instructed that programs attractive to other groups be offered.

b. Purpose

The general purpose of the college is to provide an environment for learning and co-curricular activities calculated to develop among students healthy, well-balanced personalities to

foster in students constructive citizenship, clear and accurate thinking, and to make of students effective leaders in the communities with which they may become identified later in life.

The specific aims of the college are as follow:

a. To strengthen and encourage in individuals those habits of living which must be practiced if community living is to become significant and meaningful.

b. To contribute to the development of increased skill and self-direction through improved techniques or adjusting intelligently to a new environment and, through experience, utilizing new opportunities.

c. To enrich the lives of students through the promotion of cultural, religious, and aesthetic aspects of life.

d. To train for the acquisition and maintenance of social, mental, and physical health.

e. To train for teaching in the elementary schools.

f. To train for teaching in the secondary schools.

g. To provide academic training for in-service teachers.

h. To train for teaching agriculture, mechanic arts, and home economics and achieve such skills in them as to enable students to carry on the practical phases of these vocations.

i. To prepare students for work in the field of social welfare, as well as for graduate study in social work.

j. To prepare students for graduate and professional work in the area of their choice—business administration, law, medicine, nursing, social work, etc.

k. To equip students with skills and competencies needed for functioning effectively in the modern world.

UA-PB has a record of conspicuous success in educating masses of black, poor, underprepared students for effective citizenship. Many of these have distinguished themselves in a broad range of careers nationwide. In Arkansas, 87 percent of its black public school teachers are graduates of AM&N/UA-PB.

The current mission of the University of Arkansas at Pine Bluff (UA-PB) is stated thusly:

> The University of Arkansas at Pine Bluff is committed to serve a heterogeneous, desegregated student body in which enrollees differ academically, socially, racially, ethnically, and culturally. It will honor its traditional commitment to accommodate disadvantaged students. It will emphasize community-centered programs and public services for the Pine Bluff area.

The institution's history and its current mission make it an ideal base for the development of a program which will serve as a model throughout the state for the training and retraining of education personnel sensitive to, and capable of, addressing the diverse needs of a largely disadvantaged student population.

c. Mission and Goals of the Division of Teacher Education at UA-PB

The Division of Teacher Education is committed to the process of preparing individuals to enhance the qualify of life through active involvement in the teaching program.

The Division will prepare teachers in twenty-one certification fields. The Division will also provide instruction whereby in-service teachers can continue to upgrade their professional competence.

III. PRESENTATION AND ANALYSIS OF DATA

A. Needs Data By Project School

A community survey and a staff survey were developed, administered, analyzed, and summarized for each of the five Teacher Corps project schools. The results are presented in Tables IV through XVIII. The responses for each item are presented by the number and percent who either strongly disagreed, disagreed, were undecided, agreed, or strongly agreed. A priority of needs from most important to least important was established by combining the percentages of responses in the agree and strongly agree categories. An item was considered to indicate a significant need if fifty percent or more of the respondents either agreed or strongly agreed. The responses for each area were analyzed resulting in the following significant findings.

1. First Ward Elementary School

a. Parent Survey Data — Table IV

The priority rank of needs, as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
School Climate		
1.5	1	More involvement of parents.
1.5	10	Improve feeling tone of school for each child.
3.0	2	Communication between parents and school staff.
4.0	9	Success for the child.
5.0	4	Child should be motivated.
6.5	8	More emphasis on basic skills.
6.5	3	School work should be more interesting.
8.0	7	School should be a friendly place.
9.0	5	Child should be given appropriate work.
10.0	6	More homework.
Multicultural		
1.0	11	Opportunities to participate in school activities.
2.0	8	Proud of race, family, and cultural background.
3.0	9	Teaching methods help regardless of race.
4.0	7	Respecting persons who are different.
5.0	3	Instructional program designed to meet needs of individual.
6.0	6	Teachers more tolerant of behavioral differences.
7.0	5	Teachers value different learning styles.
8.5	10	Practical opportunities to express racial differences.
8.5	2	Teachers are skilled in dealing with students of different race.
10.0	1	Teachers had more respect for child's race.
11.0	4	Materials; more about persons of different races.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Parent Development		
1.0	2	Could visit school to discuss child's needs.
3.0	4	Know more about child's school teachers and subject.
3.0	3	Participate in parent training in parenting.
3.0	1	Knew specific way to help child at home.
5.0	5	Knew how to motivate child in school.
6.0	6	Communicate better with my child.
7.5	8	Improve own vocational skills.
7.5	9	Improve own management skills.
9.0	7	Understand what makes child "tick."

b. Staff Survey Data — Table V

Diagnostic-Prescriptive Teaching		
2.0	8	Maintain learner's focus on learning.
2.0	11	Respond to the learner in a manner that promotes learning.
2.0	5	How to use instructional materials.
6.5	2	Know skills target at grade level higher and lower than grade I teach.
6.5	3	Planning skills.
6.5	4	Selecting appropriate, relevant instructional materials.
6.5	6	Organization of instructional materials.
6.5	9	Effectively present new learnings to pupils.
6.5	12	Design and implement activities to promote mastery.
11.0	7	Selecting objective at the correct level of difficulty.
11.0	13	Effectively summarize lessons to insure mastery.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
11.0	14	How to monitor pupils' progress and make adjustments as needed.
13.0	10	How to effectively use questioning to determine the learner's progress.
14.5	1	Mastery of content area.
14.5	15	How to select and use appropriate measuring instruments.
Classroom Learning Climate		
1.0	3	Make instructions more personalized.
4.5	2	Improve home relations.
4.5	4	Ensure that instruction is at a level where the child can succeed.
4.5	5	How to apply positive motivation.
4.5	7	Enhance positive self-concept.
4.5	8	Effectively use positive and negative reinforcements.
4.5	11	Display positive attitudes toward ability of all students.
8.5	1	How to apply behavior management skills.
8.5	10	How to communicate with parents.
10.0	9	Enhance respect between teacher and pupil by applying positive human relations.
11.0	6	Maintain classroom control.
Multicultural Education		
1.0	5	Help students learn social behavior within framework of cultural background.
3.0	6	How to insist on behavior that is tolerant of behavioral differences.
3.0	7	How to avoid de-valuing cultural or racial heritage.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
3.0	9	How to ensure that my instruction places priority upon building sense of personal worth.
7.0	4	Recognize and value different learning styles.
7.0	8	Use of instructional materials in instruction of students of different racial heritage.
7.0	10	Ensure that instruction serves the needs of each cultural group.
7.0	11	Improve all student learning and appreciation of cultural and racial differences.
7.0	12	Provide opportunities to express, celebrate, and maintain cultural racial differences.
11.5	1	An understanding of the implications of multi-cultural education.
11.5	2	To adapt instruction to recognize the diversity of students from different cultural and racial groups.
11.5	3	How to interpret measuring instruments which contain bias toward racial groups.
11.5	14	Accept and build upon divergent language patterns.
14.5	13	How to distribute resources, power, and prestige among cultural groups.
14.5	15	Adapt instructional technique to needs of students with divergent dialects.
Exceptional Child		
1.0	10	Using principles of motivation, retention, and reinforcement to facilitate learning in all students.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
5.5	1	Identifying characteristics of exceptional children.
5.5	2	Select appropriate learner objective for exceptional learners.
5.5	3	Planning individualized programs for exceptional learners.
5.5	4	Selecting instructional materials for exceptional learners.
5.5	5	Implementing classroom management programs to enhance learning for exceptional students.
5.5	6	Communicating more effectively with exceptional learners.
5.5	8	Interpreting diagnostic test in terms of exceptional learners.
5.5	9	Using instructional skills to meet the needs of all children.
10.0	7	Communicating with parents of exceptional students.

TABLE IV

NUMBER AND PERCENT OF RESPONSES MADE BY PARENTS OF THE FIRST WARD ELEMENTARY SCHOOL ON A TEACHER CORPS COMMUNITY NEEDS SURVEY

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
School Climate													
I believe the climate of our schools could be improved if:	33												
1. Parents were more involved in their child's educational program.		0	0	0	0	0	0	13	39	20	61	100	1.5
2. Parents and school staff could communicate with one another regarding the needs and progress of the pupils.		0	0	1	3	0	0	11	33	21	64	97	3.0
3. Teachers would make the school work more interesting.		0	0	3	9	6	18	15	45	9	27	72	6.5
4. My child was more motivated in school.		0	0	2	6	4	12	21	64	6	18	82	5.0
5. My child was given work which is more appropriate.		1	3	7	21	5	15	15	45	5	15	60	9.0
6. My child was given more homework.		4	12	6	18	6	18	10	30	7	21	51	10.0

TABLE IV
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. The school was a more friendly place to be.		3	9	5	15	3	9	13	39	9	27	66	8.0
8. The school placed more emphasis on basic skill.		0	0	3	9	6	18	14	42	10	30	72	6.5
9. The school would stress the importance of success in school to my child's future.		0	0	3	9	2	6	15	45	13	39	84	4.0
10. Each child felt that he/she was an important person to the teacher.		0	0	0	0	0	0	13	39	20	61	100	1.5
Multicultural													
I believe the school program would best meet the needs of students of different racial and cultural groups if:	33												
1. The teachers/staff had more respect for my child's race or ethnic background.		0	0	6	18	8	24	9	27	10	30	57	10.0
2. The teachers/staff were more skilled in dealing with students whose													

TABLE IV
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
race is different from their own.		0	0	8	24	3	9	11	33	11	33	66	8.5
3. The instructional program was designed to meet the needs of each individual.		1	3	1	3	5	15	16	48	10	30	78	5.0
4. The materials included more about persons of different races and ethnic groups.		0	0	6	18	9	27	10	30	8	24	54	11.0
5. The teachers utilized and valued different learning styles, vocational goals, and purposes in life.		0	0	0	0	11	33	17	52	5	15	67	7.0
6. The teachers were more tolerant of behavioral differences in students (language, expressions, etc.).		0	0	3	9	6	18	13	39	11	33	72	6.0
7. Students were given experiences respecting persons who are different from themselves.		1	3	1	3	4	12	20	61	7	21	82	4.0
8. Students were taught to be proud of their race, family, cultural background, etc.		2	6	1	3	0	0	12	36	18	55	91	2.0

TABLE IV
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
9. Teaching methods included those which help all students learn regardless of race or cultural background.		0	0	0	0	4	12	11	33	18	55	88	3.0
10. Students were given practical opportunities to express, celebrate, and maintain cultural and racial differences.		0	0	3	9	8	24	15	45	7	21	66	8.5
11. Opportunities to participate in school activities were ensured for students of all cultural and racial groups.		1	3	0	0	1	3	19	58	12	36	94	1.0
Parent Development													
As a parent, I believe that I could be of more help to my child if:	33												
1. I knew specific ways that I could help my child at home.		0	0	2	6	1	3	13	39	17	52	91	3.0
2. I could visit my child's school and discuss his/her needs with the teachers.		0	0	0	0	1	3	19	58	13	39	97	1.0

TABLE IV
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. I could participate in some parent training activities to help me improve my own skills as a parent.		0	0	1	3	2	6	18	55	12	36	91	3.0
4. I knew more about my child's school, teachers, and the subjects.		0	0	3	9	0	0	20	61	10	30	91	3.0
5. I knew more about how to motivate my child in school.		0	0	3	9	3	9	16	48	11	33	81	5.0
6. I could communicate better with my child.		1	3	5	15	2	6	16	48	9	27	75	6.0
7. Someone could help me understand what makes my child "tick."		2	6	3	9	19	58	4	12	5	15	27	9.0
8. I was given an opportunity to attend some training program to improve my own vocational skills.		1	3	4	12	6	18	12	36	10	30	66	7.5
9. I could attend some training programs to improve my own home management skills.		2	6	3	9	6	18	15	45	7	21	66	7.5

TABLE V

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS AT FIRST WARD ELEMENTARY SCHOOL ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 16	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
Diagnostic-Prescriptive Teaching												
As a classroom teacher, I need to improve my skills in:												
1. The mastery of the content areas I teach.	1	6	3	19	2	13	7	44	3	19	63	14.5
2. Knowing more precisely what skills/concepts are taught at levels lower and higher than the grades I teach.	1	6	2	13	0	0	8	50	5	31	81	6.5
3. Planning my instruction to better meet the needs of all pupils.	1	6	1	6	1	6	8	50	5	31	81	6.5
4. Selecting appropriate instructional materials which are directly relevant to the skills/concepts which I teach.	1	6	2	13	0	0	7	44	6	37	81	6.5
5. How to use instructional materials for more effective teaching.	1	6	1	6	0	0	8	50	6	38	88	2
6. How to organize the instructional materials so they will be readily available when needed.	2	13	0	0	1	6	5	31	8	50	81	6.5
7. How to identify/select appropriate objectives (skills/concepts) at the correct level of difficulty for my learners.	2	13	1	6	1	6	6	38	6	38	76	11
8. How to more effectively get and maintain the learner's focus on the instructional/learning activity.	2	13	0	0	0	0	9	56	5	31	88	2
9. How to more effectively present new learnings to a group of pupils.	2	13	1	6	0	0	6	38	7	44	81	6.5

TABLE V
(Continued)

TOTAL NUMBER = 16	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
10. How to more effectively use questioning to determine the learner's progress and maximize the effectiveness of the instruction.	2	13	1	6	2	13	7	44	4	28	69	13
11. How to more effectively respond to the efforts of the learner in such a manner that promotes learning.	2	13	0	0	0	0	8	50	6	38	88	2
12. How to design and implement relevant activities which will serve as guided practice and promote mastery.	2	13	0	0	1	6	7	44	6	37	81	6.5
13. How to more effectively summarize lessons to insure that pupils get the major points.	2	13	2	13	0	0	5	31	7	44	76	11
14. How to monitor pupil's progress and make necessary adjustments as needed.	2	13	1	6	1	6	6	38	6	38	76	11
15. How to select/use appropriate measuring instruments to determine placement and ongoing progress.	2	13	1	6	3	19	4	25	6	38	63	14.5
Classroom Learning Climate												
In order to continue the improvement of the teaching/learning atmosphere, I need to improve my skills in:												
1. How to apply behavior management skills to maximize learning and reduce behavior problems.	1	6	2	13	1	6	4	25	8	50	76	8.5
2. How to improve human relations to enhance the learning atmosphere in my classroom.	1	6	2	13	0	0	10	63	3	19	81	4.5

TABLE V
(Continued)

TOTAL NUMBER = 16 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. How to make the instruction/ learning more personalized for each of my pupils.	1	6	1	6	0	0	9	56	5	31	88	1
4. How to insure that each pupil is provided instruction at a level where he/she can succeed.	1	6	2	13	0	0	5	31	8	50	81	4.5
5. How to apply positive motivation principles.	1	6	2	13	0	0	5	31	8	50	81	4.5
6. How to maintain classroom control without depending heavily on punitive disciplinary measures.	1	6	2	13	3	19	9	56	1	6	63	11
7. How to enhance the positive self-concept of my pupils.	1	6	2	13	0	0	5	31	8	30	81	4.5
8. How to more effectively use positive and negative reinforcement to influence pupil behaviors.	1	6	1	6	1	6	8	50	5	31	81	4.5
9. How to apply positive human relations with each pupil to enhance respect between teacher-pupil and among pupils.	1	6	3	19	1	6	5	31	6	38	69	10
10. How to communicate more effectively with my pupils' parents in order to enhance their learning.	1	6	2	13	1	6	8	50	4	25	76	8.5
11. How to be more effective in displaying positive attitudes toward the ability of all students.	1	6	1	6	1	6	10	65	3	19	81	4.5
Multicultural Education												
In order to insure that my instruction is multicultural, I need assistance in improving my skills in:												
1. An understanding of the implications of multicultural education and how it relates to me in my position.	0	0	0	0	3	19	8	50	5	31	81	11.5

TABLE V
(Continued)

TOTAL NUMBER = 16	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	1	6	1	6	1	6	8	50	5	31	81	11.5
3. How to identify and interpret measuring instruments and materials which contain bias toward socio-economic, cultural, or racial groups.	1	6	1	6	1	6	8	50	5	31	81	11.5
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	0	0	1	6	1	6	9	56	5	31	88	7
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	0	0	0	0	0	0	8	50	8	50	100	1
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	0	0	0	0	1	6	7	44	8	50	94	3
7. How to avoid and teach students to avoid developing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	1	6	0	0	0	0	9	56	6	38	94	3
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	1	6	1	6	0	0	9	56	5	31	88	7
9. How to insure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual												

TABLE V
(Continued)

TOTAL NUMBER = 16 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
and as a member of a distinct cultural/racial group.	0	0	1	6	1	6	9	56	6	38	94	3
10. How to insure that my instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	0	0	1	6	1	6	8	50	6	38	88	7
11. How to improve all students' learning and appreciation of cultural and racial differences.	0	0	0	0	2	13	7	44	7	44	88	7
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	0	0	0	0	2	13	9	56	5	31	88	7
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	0	0	1	6	4	28	6	38	5	31	69	14.5
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	2	13	0	0	1	6	7	44	6	38	81	11.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	1	6	0	0	4	25	6	38	5	31	69	14.5
Exceptional Child												
As a classroom teacher, I need to improve my skills in:												
1. Identifying the characteristics of handicapped and gifted and talented learners.	1	6	0	0	1	6	7	44	7	44	88	5.5

TABLE V
(Continued)

TOTAL NUMBER = 16	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. Selecting appropriate learner objectives at the correct level of difficulty for exceptional learners.	0	0	1	6	1	6	8	50	6	38	88	5.5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	1	6	0	0	1	6	8	50	6	38	88	5.5
4. Selecting and using appropriate instructional materials for exceptional learners.	1	6	0	0	1	6	8	50	6	38	88	5.5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	0	0	1	6	1	6	7	44	7	44	88	5.5
6. Communicating more effectively with exceptional learners.	0	0	0	0	2	13	9	56	5	31	88	5.5
7. Communicating more effectively with the parents of exceptional students.	0	0	0	0	3	19	8	50	5	31	81	10
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	0	0	1	6	1	6	7	44	7	44	88	5.5
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	1	6	0	0	1	6	7	44	7	44	88	5.5
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	0	0	1	6	6	38	9	56	94	1

c. Academic Achievement

To further assess and document the needs of the pupils at First Ward Elementary School, the most recent test scores on the SRA multilevel tests for the third grade pupils were analyzed. A frequency distribution is shown in Table VI. As indicated from this data, the norm was 3.7, or third grade, seventh month. The distribution of scores ranged from those who demonstrated critical deficits—more than 1.2 grade equivalents below the grade level norm—to those who demonstrated superior achievement—more than 1.3 grade levels above the norm. The greatest number 34, or 71 percent, who scored below the norm was in total reading with the other three skill areas being:

Total math — 30, or 62 percent
Composite — 29, or 60 percent
Total language arts — 28, or 58 percent

On the positive side 20, or 42 percent of the third grade pupils scored at or above grade level in language arts, while the numbers and percents at or above grade level in the other areas were:

Total math — 18, or 38 percent
Composite — 19, or 40 percent
Total Reading -- 14, or 29 percent

Thus, it is evident from this data that more than one-half of the third grade pupils score below the grade norm in all areas while a lesser percent demonstrated superior achievement in these skills. This data supports

the need for a diagnostic-prescriptive instructional program to ensure that all pupils are provided relevant instruction at his/her appropriate instructional level.

TABLE VI

NUMBER AND PERCENTAGE OF THIRD GRADE STUDENTS IN THE FIRST WARD ELEMENTARY SCHOOL, PINE BLUFF SCHOOL DISTRICT, FALLING IN VARIOUS CATEGORIES BASED UPON THE DIFFERENCE IN GRADE LEVEL NORM AND GRADE EQUIVALENT SCORES ATTAINED ON THE SRA MULTILEVEL TEST ADMINISTERED IN APRIL, 1979

N=48	2.1 or More		-1.9 to -2.3		-1.3 to -1.8		-0.7 to -1.2		-0.1 to -0.6		Total Below		.0 to .6		.7 to 1.2		1.3 to 1.8		1.9 and Above		Total Above	
SUBTEST	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade Level Norm: 3.7																						
Composite	0	0	0	0	6	12	11	23	12	25	29	60	10	21	6	13	3	6	0	0	19	40
Total Reading	2	4	3	6	4	9	13	27	12	25	34	71	6	13	3	6	2	4	3	6	14	29
Total Language Arts	0	0	0	0	7	14	7	14	14	30	28	58	7	14	5	11	3	6	5	11	20	42
Total Math	0	0	1	2	6	12	9	19	14	29	30	62	9	19	7	15	2	4	0	0	18	38
	Critical Deficits																Superior Achievement					

2. Indiana Street Elementary School

a. Parent Survey Data (Table VII)

The priority rank of needs as indicated by item number and area of concern is as follows.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
School Climate		
1	2	Communication between parents and school staff.
2	1	More involvement of parents.
3	9	Success for the child.
4	10	Improve feeling tone of school for each child.
5	3	School work should be more interesting.
6	4	Child should be motivated.
7	8	More emphasis on basic skills.
8	5	Child should be given appropriate work.
9	7	School should be a friendly place.
10	6	More homework.
Multicultural		
1	9	Teaching methods help regardless of race.
2.5	8	Proud of race, family, and cultural background.
2.5	11	Opportunities to participate in school activities.
4	7	Respecting persons who are different.
5.5	3	Instructional program designed to meet needs of individual.
5.5	5	Teachers value different learning styles.
7.5	6	Teachers more tolerant of behavioral differences.
7.5	10	Practical opportunities to express racial differences.
9	2	Teachers are skilled in dealing with students of different race.
10	4	Materials more about persons of different race.
11	1	Teachers had more respect for child's race.
Parent Development		
1.5	1	Knew specific ways to help child at home.
1.5	2	Could visit school to discuss child's needs.
3	4	Knew more about child's school, teacher, and subject.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
4	5	Knew how to motivate child in school.
5	3	Participate in parent training in parenting.
6	6	Communicate better with my child.
7	8	Improve own vocational skills.
8	9	Improve own management skills.
9	7	Understand what makes child "tick."

b. Staff Survey Data (Table VIII)

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Teaching		
1.5	2	Know skills taught at grade level higher and lower than grade I teach.
1.5	12	Design and implement activities to promote mastery.
3.5	7	Selecting objective at the correct level of difficulty.
3.5	8	Maintain learner's focus on learning.
6	6	Organization of instructional materials.
6	14	How to monitor pupil's progress and make adjustment as needed.
6	15	How to select and use appropriate measuring instruments.
8	9	Effectively present new learnings to a group of pupils.
9	5	How to use instructional materials.
10.5	10	How to effectively use questioning to determine the learner's progress.
10.5	11	Respond to the learner in a manner that promotes learning.
12.5	3	Planning instruction to meet needs of all pupils.
12.5	4	Selecting appropriate instructional materials relevant to skills which I teach.
14	13	Effectively summarize lessons to insure that pupils get major points.
15	1	Mastery of content areas I teach.
Classroom Learning Climate		
2	1	How to apply behavior management skills.
2	4	Ensure that instruction is at a level where the child can succeed.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
2	5	How to apply positive motivation.
4	3	Make instruction more personalized.
5	7	Enhance positive self-concept.
6.5	6	Maintain classroom control.
6.5	10	How to communicate with parents.
8.5	2	Improve human relations.
8.5	8	Effectively use positive and negative reinforcement.
10	11	Display positive attitude toward ability of all students.
11	9	Enhance respect between teacher and pupil by applying positive human relations.

Multicultural Education

1	11	Improve all student learning and appreciation of cultural and racial differences.
2.5	4	Recognize and value different learning styles.
2.5	5	Help students learn social behavior within framework of cultural backgrounds.
4.5	9	How to ensure that my instruction places priority upon building sense of personal worth.
4.5	10	Ensure that instruction serves the needs of each cultural group.
6.5	8	Use of instructional materials in instructing students of different racial heritages.
6.5	15	Adapt instructional technique to needs of students with divergent dialects.
8.5	6	How to insist on behavior that is tolerant of behavioral differences.
8.5	14	Accept and build upon divergent language patterns.
10	1	An understanding of the implications of multicultural education.
11	12	Provide opportunities to express, celebrate, and maintain cultural racial differences.
12	7	How to avoid devaluing cultural or racial heritage.
14	2	To adapt instruction to recognize the diversity of students from different cultural and racial groups.
14	3	How to interpret measuring instruments which contain bias toward racial groups.
14	13	How to distribute resources, power, and prestige among cultural groups.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Exceptional Child		
1	10	Using principles of motivation, retention, and reinforcement to facilitate learning in all students.
2	9	Using instructional skills to meet the needs of all children.
3	3	Planning individualized programs for exceptional learners.
5	2	Select appropriate learner objectives for exceptional children.
5	4	Selecting instructional materials for exceptional learners.
5	8	Interpretating diagnostic test in terms of exceptional learners.
7.5	1	Identifying characteristics of exceptional children.
7.5	5	Implementing classroom management programs to enhance learning for exceptional students.
9.5	6	Communicating more effectively with exceptional children.
9.5	7	Communicating with parents of exceptional students.

TABLE VII

NUMBER AND PERCENT OF RESPONSES MADE BY PARENTS OF THE INDIANA STREET ELEMENTARY SCHOOL ON A TEACHER CORPS COMMUNITY NEEDS SURVEY

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
School Climate													
I believe the climate of our schools could be improved if:	51												
1. Parents were more involved in their child's educational program.		1	2	0	0	3	6	25	49	22	43	92	2
2. Parents and school staff could communicate with one another regarding the needs and progress of the pupils.		0	0	0	0	1	2	26	51	24	47	98	1
3. Teachers would make the school work more interesting.		0	0	2	4	9	18	27	53	13	25	78	5
4. My child was more motivated in school.		0	0	4	8	9	18	29	57	9	18	74	6
5. My child was given work which is more appropriate.		0	0	9	18	10	20	21	41	11	22	68	8
6. My child was given more homework.		4	8	21	41	7	14	12	24	7	14	37	10

TABLE VII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. The school was a more friendly place to be.		0	0	9	18	9	18	26	51	7	14	64	9
8. The school placed more emphasis on basic skill.		0	0	4	8	10	20	21	41	16	31	72	7
9. The school would stress the importance of success in school to my child's future.		1	2	1	2	3	6	22	43	24	47	91	3
10. Each child felt that he/she was an important person to the teacher.		1	2	1	2	3	6	22	43	24	47	90	4
Multicultural													
I believe the school program would best meet the needs of students of different racial and cultural groups if:	51												
1. The teachers/staff had more respect for my child's race or ethnic background.		4	8	12	24	14	27	13	25	8	16	41	11
2. The teachers/staff were more skilled in dealing with students whose													

TABLE VII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
race is different from their own.		5	10	13	25	10	20	9	18	14	27	45	9
3. The instructional program was designed to meet the needs of each individual.		2	4	3	6	9	18	22	43	15	29	72	5.5
4. The materials included more about persons of different races and ethnic groups.		5	10	9	18	15	29	14	27	8	16	43	10
5. The teachers utilized and valued different learning styles, vocational goals, and purposes in life.		2	4	0	0	12	24	23	45	14	27	72	5.5
6. The teachers were more tolerant of behavioral differences in students (language, expressions, etc.).		7	14	7	14	10	20	21	41	6	12	53	7.5
7. Students were given experiences respecting persons who are different from themselves.		1	2	5	10	7	14	29	57	9	18	75	4
8. Students were taught to be proud of their race, family, cultural background, etc.		1	2	1	2	5	10	25	49	19	37	86	2.5

TABLE VII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
9. Teaching methods included those which help all students learn regardless of race or cultural background.		1	2	0	0	2	4	21	41	27	53	94	1
10. Students were given practical opportunities to express, celebrate, and maintain cultural and racial differences.		3	6	4	8	17	33	18	35	9	18	53	7.5
11. Opportunities to participate in school activities were ensured for students of all cultural and racial groups.		2	4	2	4	3	6	27	53	17	33	86	2.5
Parent Development													
As a parent, I believe that I could be of more help to my child if:	51												
1. I knew specific ways that I could help my child at home.		0	0	2	4	2	4	23	45	24	47	92	1.5
2. I could visit my child's school and discuss his/her needs with the teachers.		0	0	2	4	2	4	31	61	16	31	92	1.5

TABLE VII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. I could participate in some parent training activities to help me improve my own skills as a parent.		0	0	1	2	8	16	27	53	15	29	82	5
4. I knew more about my child's school, teachers, and the subjects.		0	0	3	6	4	8	29	57	15	29	86	3
5. I knew more about how to motivate my child in school.		0	0	2	4	6	12	26	51	17	33	84	4
6. I could communicate better with my child.		2	4	3	6	8	16	23	45	14	27	78	6
* 7. Someone could help me understand what makes my child "tick."		2	4	3	6	30	59	13	25	3	6	31	9
8. I was given an opportunity to attend some training program to improve my own vocational skills.		1	2	8	16	11	22	22	43	9	18	60	7
9. I could attend some training programs to improve my own home management skills.		2	4	8	16	12	24	20	39	9	18	56	8

* A great number of parents neglected to answer item number 7; therefore, "undecided" was used as the response.

TABLE VIII

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS AT
INDIANA STREET ELEMENTARY SCHOOL
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 22	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
Diagnostic-Prescriptive Teaching												
As a classroom teacher, I need to improve my skills in:												
1. The mastery of the content areas I teach.	0	0	14	64	2	9	4	18	2	9	27	15
2. Knowing more precisely what skills/concepts are taught at levels lower and higher than the grades I teach.	0	0	3	14	3	14	11	50	5	23	73	1.5
3. Planning my instruction to better meet the needs of all pupils.	0	0	9	41	3	14	8	36	2	9	45	12.5
4. Selecting appropriate instructional materials which are directly relevant to the skills/concepts which I teach.	0	0	10	45	2	9	9	41	1	5	45	12.5
5. How to use instructional materials for more effective teaching.	1	5	5	23	4	18	8	36	4	18	54	9
6. How to organize the instructional materials so they will be readily available when needed.	1	5	5	23	2	9	13	59	1	5	64	6
7. How to identify/select appropriate objectives (skills/concepts) at the correct level of difficulty for my learners.	0	0	7	32	0	0	11	50	4	18	68	3.5
8. How to more effectively get and maintain the learner's focus on the instructional/learning activity.	0	0	5	23	2	9	11	50	4	18	63	3.5
9. How to more effectively present new learnings to a group of pupils.	1	5	4	18	4	18	12	55	1	5	60	8

TABLE VIII
(Continued)

TOTAL NUMBER = 22 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. How to more effectively use questioning to determine the learner's progress and maximize the effectiveness of the instruction.	0	0	8	36	3	14	9	41	2	9	50	10.5
11. How to more effectively respond to the efforts of the learner in such a manner that promotes learning.	0	0	6	27	5	23	8	36	3	14	50	10.5
12. How to design and implement relevant activities which will serve as guided practice and promote mastery.	0	0	5	23	1	5	14	64	2	9	73	1.5
13. How to more effectively summarize lessons to insure that pupils get the major points.	0	0	10	45	4	18	8	36	0	0	36	14
14. How to monitor pupil's progress and make necessary adjustments as needed.	0	0	6	27	2	9	13	59	1	5	64	6
15. How to select/use appropriate measuring instruments to determine placement and ongoing progress.	0	0	7	32	1	5	10	45	4	18	64	6
Classroom Learning Climate												
In order to continue the improvement of the teaching/learning atmosphere, I need to improve my skills in:												
1. How to apply behavior management skills to maximize learning and reduce behavior problems.	0	0	5	23	2	9	8	36	7	32	68	2
2. How to improve human relations to enhance the learning atmosphere in my classroom.	1	5	8	36	3	14	10	45	0	0	45	8.5

TABLE VIII
(Continued)

TOTAL NUMBER = 22	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
3. How to make the instruction/ learning more personalized for each of my pupils.	1	5	6	27	2	9	11	50	2	9	60	4
4. How to insure that each pupil is provided instruction at a level where he/she can succeed.	1	5	3	14	3	14	10	45	5	23	68	2
5. How to apply positive motivation principles.	0	0	6	27	1	5	12	55	3	14	68	2
6. How to maintain classroom control without depending heavily on punitive disciplinary measures.	0	0	9	41	2	9	2	9	9	41	50	6.5
7. How to enhance the positive self-concept of my pupils.	0	0	9	41	1	5	6	27	6	27	54	5
8. How to more effectively use positive and negative reinforcement to influence pupil behaviors.	0	0	8	36	4	18	8	36	2	9	45	8.5
9. How to apply positive human relations with each pupil to enhance respect between teacher-pupil and among pupils.	2	9	9	41	4	18	4	18	3	14	31	11
10. How to communicate more effectively with my pupils' parents in order to enhance their learning.	0	0	5	23	6	27	9	41	2	9	50	6.5
11. How to be more effective in displaying positive attitudes toward the ability of all students.	1	5	11	50	2	9	6	27	2	9	36	10
Multicultural Education												
In order to insure that my instruction is multicultural, I need assistance in improving my skills in:												
1. An understanding of the implications of multicultural education and how it relates to me in my position.	2	9	9	41	4	18	6	27	1	5	32	10

TABLE VIII
(Continued)

TOTAL NUMBER = 22	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	3	14	8	36	6	27	3	14	2	9	23	14
3. How to identify and interpret measuring instruments and materials which contain bias toward socio-economic, cultural, or racial groups.	4	18	9	41	4	18	4	18	1	5	23	14
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	3	14	7	32	0	0	10	45	2	9	54	2.5
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	3	14	5	23	2	9	8	36	4	18	54	2.5
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	3	14	8	36	3	14	6	27	2	9	36	8.5
7. How to avoid and teach students to avoid developing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	4	18	9	41	3	14	4	18	2	9	27	12
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	3	14	5	23	5	23	7	32	2	9	41	6.5
9. How to insure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual												

TABLE VIII
(Continued)

TOTAL NUMBER = 22 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
and as a member of a distinct cultural/racial group.	3	14	6	27	2	9	6	27	5	23	50	4.5
10. How to insure that my instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	3	14	5	23	3	14	8	36	3	14	50	4.5
11. How to improve all students' learning and appreciation of cultural and racial differences.	2	9	5	23	1	5	12	55	2	9	64	1
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	2	9	8	36	6	27	5	23	1	5	28	11
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	3	14	13	59	1	5	4	18	1	5	23	14
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	2	9	7	32	5	23	6	27	2	9	36	8.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	2	9	6	27	5	23	7	32	2	9	41	6.5
Exceptional Child												
As a classroom teacher, I need to improve my skills in:												
1. Identifying the characteristics of handicapped and gifted and talented learners.	1	5	3	14	3	14	7	32	8	36	68	7.5

TABLE VIII
(Continued)

TOTAL NUMBER = 22 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
2. Selecting appropriate learner objectives at the correct level of difficulty for exceptional learners.	1	5	1	5	4	18	12	55	4	18	73	5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	1	5	1	5	3	14	14	64	3	14	78	3
4. Selecting and using appropriate instructional materials for exceptional learners.	1	5	3	14	2	9	13	59	3	14	73	5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	1	5	1	5	5	23	13	59	2	9	68	7.5
6. Communicating more effectively with exceptional learners.	2	9	3	14	4	18	11	50	2	9	59	9.5
7. Communicating more effectively with the parents of exceptional students.	1	5	5	23	3	14	10	45	3	14	59	9.5
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	0	0	3	14	3	14	12	55	4	18	73	5
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	0	0	3	14	1	5	13	59	5	23	82	2
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	1	5	1	5	15	68	5	23	91	1

c. Academic Achievement

The achievement levels in basic skills of pupils at Indiana Street Elementary were analyzed from the most recent SRA Achievement Test scores of sixth grade pupils. A frequency distribution is shown in Table IX. As indicated from this data, a significant percentage of the pupils scored below the grade level norm of 6.7. The distribution of scores below the norm ranged from 75 percent in vocabulary, concepts, and total math to 63 percent in comprehension and use of sources. In all skill areas, a significant number of pupils demonstrated critical skill deficits in all areas. On the positive side, approximately 30 percent of all pupils scored at, or above, grade level norm in all areas. This ranged from a low of 25 percent in vocabulary and math concepts to a high of 37 percent in the use of sources.

Again, a small number of pupils demonstrated superior achievement as indicated by their scoring 1.3 or more above the grade norm.

This data clearly supports the need for a diagnostic-prescriptive instructional program of instruction to meet the needs of these pupils at the varying achievement levels. Such a program would have positive impact on the school climate since success and a challenge to each pupil would be ensured.

TABLE IX

NUMBER AND PERCENTAGE OF SIXTH GRADE STUDENTS IN THE INDIANA STREET SCHOOL, PINE BLUFF SCHOOL DISTRICT, FALLING IN VARIOUS CATEGORIES BASED UPON THE DIFFERENCE IN GRADE LEVEL NORM AND GRADE EQUIVALENT SCORES ATTAINED ON THE SRA MULTILEVEL TEST ADMINISTERED IN APRIL, 1979

Grade Level Norm: 6.7		2.4 or More		-1.9 to -2.3		-1.3 to -1.8		-0.7 to -1.2		-0.1 to -0.6		Total Below		.0 to .6		.7 to 1.2		1.3 to 1.8		1.9 and Above		Total Above	
SUBTEST	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Composite	193	30	16	20	10	32	17	37	19	23	12	142	74	22	11	11	5	7	4	11	6	51	26
Comprehension	200	46	23	17	9	17	9	25	13	19	9	126	63	21	10	9	5	19	9	25	13	74	27
Vocabulary	198	44	22	20	10	34	17	23	12	27	14	148	75	17	9	19	10	3	1	11	5	50	25
Total Reading	198	42	21	24	12	24	12	25	13	13	7	128	65	26	13	15	8	7	3	22	11	70	35
Usage	199	49	25	16	8	35	17	22	11	19	9	139	70	16	8	7	3	13	7	24	12	60	30
Spelling	196	39	20	19	9	31	16	21	11	20	10	130	66	20	10	7	4	16	8	23	12	66	34
Total Language Arts	195	39	20	22	11	31	16	22	11	18	10	132	68	24	12	6	3	10	5	23	12	63	32
Concepts	200	30	15	32	16	31	16	29	14	28	14	150	75	15	8	3	1	11	6	21	10	50	25
Computation	199	24	12	19	9	35	18	35	18	29	14	142	71	24	12	19	10	8	4	6	3	57	29
Total Math	198	23	12	18	9	42	21	31	16	34	17	148	75	17	8	12	6	16	8	5	2	50	25
Social Studies	190	35	19	29	15	27	14	23	12	21	11	135	71	16	9	12	6	8	4	19	10	55	29
Science	192	39	20	18	10	17	9	35	18	21	11	130	68	28	14	10	5	5	3	19	10	62	32
Use of Sources	190	34	17	17	9	24	13	24	13	21	11	126	63	17	9	12	6	14	8	27	14	70	37
		Critical Deficits																Superior Achievement					

3. Southeast Junior High School

a. Parent Survey Data (Table X)

The priority rank of needs as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
School Climate		
1	2	Communication between parents and school staff.
2	1	More involvement of parents.
3	8	More emphasis on basic skills.
5	3	School work should be more interesting.
5	9	Success for the child.
5	10	Improve feeling tone of school for each child.
7	7	School should be a friendly place.
8	4	Child should be motivated.
9	5	Child should be given appropriate work.
10	6	More homework.
Multicultural		
1	9	Teaching methods help regardless of race.
2.5	8	Proud of race.
2.5	11	Opportunities to participate in school activities.
4	7	Respecting persons who are different.
5	3	Instructional programs designed to meet needs of individual.
6	10	Practical opportunities to express racial differences.
7	5	Teachers value different learning styles.
8	2	Teachers are skilled in dealing with students of different race.
9	6	Teachers more tolerant of behavioral differences.
10	4	Materials more about persons of different races.
11	1	Teachers had more respect for child's race.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Parent Development		
1.5	1	Knew specific way to help child at home.
1.5	2	Could visit school to discuss child's needs.
3	5	Knew how to motivate child in school.
4	4	Knew more about child's school teachers and subject.
5	6	Communicate better with my child.
6	3	Participate in parent training in parenting.
7	8	Improve own vocational skills.
8	9	Improve own management skills.
9	7	Understand what makes child "tick."

b. Staff Survey Data (Table XI)

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Teaching		
1	11	Respond to the learner in a manner that promotes learning.
2.5	8	Maintain learner's focus on learning.
2.5	12	Design and implement activities to promote mastery.
4.5	2	Know skills taught at grade level higher and lower than grade I teach.
4.5	7	Selecting objective at the correct level of difficulty.
6.5	10	How to effectively use questioning to determine the learner's progress.
6.5	14	How to monitor pupil's progress and make adjustment as needed.
9	3	Planning skills.
9	4	Selecting appropriate, relevant instructional materials.
9	5	How to use instructional materials.
11	15	How to select and use appropriate measuring instruments.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
12.5	6	Organization of instructional materials.
12.5	13	Effectively summarize lessons to insure mastery.
14	9	Effectively present new learnings to pupils.
15	1	Mastery of content area.
Classroom Learning Climate		
1	5	How to apply positive motivation.
2	10	How to communicate with parents.
3	8	Effectively use positive and negative reinforcements.
4.5	7	Enhance positive self-concept.
4.5	11	Display positive attitudes toward ability of all students.
8.5	1	How to apply behavior management skills.
8.5	3	Make instruction more personalized.
8.5	4	Ensure that instruction is at a level where the child can succeed.
8.5	9	Enhance respect between teachers and pupil by applying positive human relations.
10	6	Maintain classroom control.
11	2	Improve human relations.
Multicultural Education		
1	5	Help students learn social behavior within framework of cultural background.
2	11	Improve all student learning and appreciation of cultural and racial differences.
5.5	4	Recognize and value different learning styles.
5.5	7	How to avoid devaluing cultural or racial heritage.
5.5	9	How to ensure that my instruction places priority upon building sense of personal worth.
5.5	14	Accept and build upon divergent language patterns.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
7.5	6	How to insist on behavior that is tolerant of behavioral differences.
7.5	15	Adapt instructional technique to needs of students with divergent dialects.
9.5	10	Ensure that instruction serves the needs of each cultural group.
9.5	13	How to distribute resources, power, and prestige among cultural groups.
11.5	1	An understanding of the implications of multicultural education.
11.5	3	How to interpret measuring instruments which contain bias toward racial groups.
14	2	To adapt instruction to recognize the diversity of students from different cultural and racial groups.
14	12	Provide opportunities to express, celebrate, and maintain cultural racial differences.
Exceptional Child		
1.5	9	Using instructional skills to meet the needs of all children.
1.5	10	Using principles of motivation, retention, and reinforcement to facilitate learning in all students.
3	1	Identifying characteristics of exceptional children.
5.5	3	Planning individualized programs for exceptional learners.
5.5	4	Selecting instructional materials for exceptional learners.
5.5	5	Implementing classroom management programs to enhance learning for exceptional students.
5.5	8	Interpreting diagnostic test in terms of exceptional learners.
8	2	Select appropriate learner objectives for exceptional learners.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
9.5	6	Communicating more effectively with exceptional learners.
9.5	7	Communicating with parents of exceptional children.

c. Academic Achievement

The SRA scores for seventh grade pupils at Southeast Junior High School were analyzed to identify and document basic skill needs of these pupils. The data, presented as a frequency distribution are shown in Table XII. The norm was 7.7. The greatest number of pupils scored below grade norm in language arts and use of sources, 100 percent. However, it should be noted that the number was only 29 in language arts and 23 in use of sources. Reading comprehension was the skill area with the least percentage scoring below grade norm—65 percent. The number and percent of pupils with critical deficits in all skill areas were significant. On the positive side of the picture, the percentage of pupils scoring above the norm ranged from zero percent in use of sources to 35 percent in comprehension and science.

The range of achievement was great, which indicates that without a diagnostic-prescriptive, multilevel, instructional program, a large segment of the population's needs will not be met. Thus, the Teacher Corps project should definitely address these critical needs.

TABLE X

NUMBER AND PERCENT OF RESPONSES MADE BY PARENTS OF THE SOUTHEAST JUNIOR HIGH SCHOOL ON A TEACHER CORPS COMMUNITY NEEDS SURVEY

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
School Climate													
I believe the climate of our schools could be improved if:	41												
1. Parents were more involved in their child's educational program.		0	0	3	7	4	10	16	39	18	44	83	2
2. Parents and school staff could communicate with one another regarding the needs and progress of the pupils.		1	2	0	0	2	5	20	49	18	44	93	1
3. Teachers would make the school work more interesting.		0	0	1	2	11	27	17	41	12	29	71	5
4. My child was more motivated in school.		1	2	2	5	14	34	18	44	6	15	59	8
5. My child was given work which is more appropriate.		2	5	5	12	16	39	16	39	2	5	44	9
6. My child was given more homework.		3	7	10	24	15	37	6	15	7	17	32	10

TABLE X
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. The school was a more friendly place to be.		4	10	5	12	5	12	17	41	10	24	66	7
8. The school placed more emphasis on basic skill.		1	2	3	7	7	17	21	51	20	49	74	3
9. The school would stress the importance of success in school to my child's future.		1	2	2	5	9	22	15	37	14	34	71	5
10. Each child felt that he/she was an important person to the teacher.		1	2	2	5	9	22	15	37	14	34	71	5
Multicultural													
I believe the school program would best meet the needs of students of different racial and cultural groups if:	41												
1. The teachers/staff had more respect for my child's race or ethnic background.		6	15	8	20	9	22	7	17	11	27	43	11
2. The teachers/staff were more skilled in dealing with students whose													

TABLE X
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
race is different from their own.		4	10	6	15	9	22	12	29	10	24	52	8
3. The instructional program was designed to meet the needs of each individual.		2	5	7	17	4	10	19	46	9	22	68	5
4. The materials included more abou persons of different races and ethnic groups.		5	12	12	29	5	12	12	29	7	17	47	10
5. The teachers utilized and valued different learning styles, vocational goals, and purposes in life.		1	2	2	5	15	37	19	46	4	10	56	7
6. The teachers were more tolerant of behavioral differences in students (language, expressions, etc.).		4	10	7	17	9	22	14	34	7	17	51	9
7. Students were given experiences respecting persons who are different from themselves.		0	0	0	0	8	20	24	59	9	22	80	4
8. Students were taught to be proud of their race, family, cultural background, etc.		1	2	1	2	6	15	14	34	19	46	81	2.5

TABLE X
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
9. Teaching methods included those which help all students learn regardless of race or cultural background.		2	5	0	0	5	12	16	39	18	44	83	1
10. Students were given practical opportunities to express, celebrate, and maintain cultural and racial differences.		2	5	5	12	13	22	15	37	6	15	61	6
11. Opportunities to participate in school activities were ensured for students of all cultural and racial groups.		0	0	1	2	7	17	19	46	14	34	81	2.5
Parent Development													
As a parent, I believe that I could be of more help to my child if:	40												
1. I knew specific ways that I could help my child at home.		1	3	1	3	4	10	16	40	18	45	84	1.5
2. I could visit my child's school and discuss his/her needs with the teachers.		1	3	2	5	3	8	20	50	14	35	84	1.5

TABLE X
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. I could participate in some parent training activities to help me improve my own skills as a parent.		0	0	5	13	10	25	17	43	8	20	62	6
4. I knew more about my child's school, teachers, and the subjects.		0	0	5	13	5	13	23	58	7	18	74	4
5. I knew more about how to motivate my child in school.		0	0	3	8	4	10	25	63	8	20	82	3
6. I could communicate better with my child.		2	5	5	13	7	18	17	43	9	23	63	5
7. Someone could help me understand what makes my child "tick."		3	8	7	18	21	53	2	5	7	18	21	9
8. I was given an opportunity to attend some training program to improve my own vocational skills.		1	3	7	18	15	38	11	28	6	15	59	7
9. I could attend some training programs to improve my own home management skills.		1	3	11	28	12	30	11	28	5	13	39	8

TABLE XI

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS AT SOUTHEAST JUNIOR HIGH SCHOOL ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 37	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
Diagnostic-Prescriptive Teaching												
As a classroom teacher, I need to improve my skills in:												
1. The mastery of the content areas I teach.	5	14	14	35	6	16	10	27	2	5	32	15
2. Knowing more precisely what skills/concepts are taught at levels lower and higher than the grades I teach.	2	5	4	11	4	11	17	46	10	27	73	4.5
3. Planning my instruction to better meet the needs of all pupils.	2	5	7	19	4	11	17	46	7	19	65	9
4. Selecting appropriate instructional materials which are directly relevant to the skills/concepts which I teach.	2	5	6	16	5	14	16	43	8	22	65	9
5. How to use instructional materials for more effective teaching.	2	5	7	19	4	11	18	49	6	16	65	9
6. How to organize the instructional materials so they will be readily available when needed.	1	3	12	32	3	8	15	41	6	16	57	12.5
7. How to identify/select appropriate objectives (skills/concepts) at the correct level of difficulty for my learners.	0	0	9	24	1	3	20	54	7	19	73	4.5
8. How to more effectively get and maintain the learner's focus on the instructional/learning activity.	0	0	5	14	4	11	17	46	11	30	76	2.5
9. How to more effectively present new learnings to a group of pupils.	1	3	8	22	8	22	9	24	11	30	54	14

TABLE XI
(Continued)

TOTAL NUMBER = 37 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. How to more effectively use questioning to determine the learner's progress and maximize the effectiveness of the instruction.	0	0	5	14	7	19	15	41	10	27	68	6.5
11. How to more effectively respond to the efforts of the learner in such a manner that promotes learning.	1	3	3	8	2	5	21	57	10	27	84	1
12. How to design and implement relevant activities which will serve as guided practice and promote mastery.	0	0	6	16	3	8	20	54	8	22	76	2.5
13. How to more effectively summarize lessons to insure that pupils get the major points.	3	8	8	22	5	14	13	35	8	22	57	12.5
14. How to monitor pupil's progress and make necessary adjustments as needed.	3	8	6	16	3	8	18	49	7	19	68	6.5
15. How to select/use appropriate measuring instruments to determine placement and ongoing progress.	2	5	8	22	4	11	16	43	7	19	62	11
Classroom Learning Climate												
In order to continue the improvement of the teaching/learning atmosphere, I need to improve my skills in:												
1. How to apply behavior management skills to maximize learning and reduce behavior problems.	2	5	6	16	3	8	17	46	9	21	70	8.5
2. How to improve human relations to enhance the learning atmosphere in my classroom.	2	5	9	21	8	22	13	35	5	14	49	11

TABLE XI
(Continued)

TOTAL NUMBER = 37 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. How to make the instruction/ learning more personalized for each of my pupils.	0	0	4	11	7	19	19	51	7	19	70	8.5
4. How to insure that each pupil is provided instruction at a level where he/she can succeed.	0	0	5	14	6	16	17	46	9	21	70	8.5
5. How to apply positive motivation principles.	1	3	3	8	1	3	17	46	15	41	87	1
6. How to maintain classroom control without depending heavily on punitive disciplinary measures.	1	3	8	22	5	14	15	41	8	22	63	10
7. How to enhance the positive self-concept of my pupils.	1	3	4	11	5	14	19	51	8	22	73	4.5
8. How to more effectively use positive and negative reinforcement to influence pupil behaviors.	1	3	3	8	5	14	22	59	6	16	75	3
9. How to apply positive human relations with each pupil to enhance respect between teacher-pupil and among pupils.	1	3	9	24	1	3	17	46	9	24	70	8.5
10. How to communicate more effectively with my pupils' parents in order to enhance their learning.	0	0	4	11	4	11	22	59	7	19	78	2
11. How to be more effective in displaying positive attitudes toward the ability of all students.	1	3	6	16	3	8	22	59	5	14	73	4.5
Multicultural Education												
In order to insure that my instruction is multicultural, I need assistance in improving my skills in:												
1. An understanding of the implications of multicultural education and how it relates to me in my position.	1	3	7	19	12	32	15	41	2	5	46	11.5

TABLE XI
(Continued)

TOTAL NUMBER = 37	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	1	3	11	30	9	24	15	41	1	3	44	14
3. How to identify and interpret measuring instruments and materials which contain bias toward socio-economic, cultural, or racial groups.	1	3	10	27	9	24	12	32	5	14	46	11.5
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	0	0	7	19	8	22	19	51	3	8	59	5.5
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	1	3	4	11	5	14	18	49	9	24	73	1
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	0	0	8	22	8	22	15	41	6	16	57	7.5
7. How to avoid and teach students to avoid developing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	2	5	6	16	7	19	15	41	7	19	59	5.5
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	1	3	9	21	11	30	13	35	3	8	44	14
9. How to insure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual												

TABLE XI
(Continued)

TOTAL NUMBER = 37 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
and as a member of a distinct cultural/racial group.	0	0	7	19	9	21	13	35	9	24	59	5.5
10. How to insure that my instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	0	0	9	21	10	27	11	30	7	19	49	9.5
11. How to improve all students' learning and appreciation of cultural and racial differences.	0	0	7	19	7	19	16	43	7	19	63	2
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	1	3	8	22	12	32	13	35	3	8	44	14
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	0	0	8	22	11	30	14	38	4	11	49	9.5
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	0	0	9	21	6	16	19	51	3	8	59	5.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	2	5	6	16	8	22	17	46	4	11	57	7.5
Exceptional Child												
As a classroom teacher, I need to improve my skills in:												
1. Identifying the characteristics of handicapped and gifted and talented learners.	2	5	1	3	8	22	15	41	11	38	70	3

TABLE XI
(Continued)

TOTAL NUMBER = 37	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. Selecting appropriate learner objectives at the correct level of difficulty for exceptional learners.	0	0	4	11	10	27	15	41	8	22	63	8
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	1	3	3	8	9	24	16	43	8	22	65	5.5
4. Selecting and using appropriate instructional materials for exceptional learners.	1	3	3	8	9	24	17	46	7	19	65	5.5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	1	3	2	5	10	27	17	46	7	19	65	5.5
6. Communicating more effectively with exceptional learners.	0	0	4	11	11	30	19	51	3	8	59	9.5
7. Communicating more effectively with the parents of exceptional students.	1	3	4	11	10	27	18	49	4	11	59	9.5
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	0	0	3	8	10	27	20	54	4	11	65	5.5
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	1	3	2	5	6	16	22	59	6	16	75	1.5
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	3	8	6	16	22	59	6	16	75	1.5

TABLE XII

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS IN THE SOUTHEAST JUNIOR HIGH SCHOOL, PINE BLUFF SCHOOL DISTRICT, FALLING IN VARIOUS CATEGORIES BASED UPON THE DIFFERENCE IN GRADE LEVEL NORM AND GRADE EQUIVALENT SCORES ATTAINED ON THE SRA MULTILEVEL TEST ADMINISTERED IN APRIL, 1979

SUBTEST	N	2.4 or More		-1.9 to -2.3		-1.3 to -1.8		-0.7 to -1.2		-0.1 to -0.6		Total Below		.0 to .6		.7 to 1.2		1.3 to 1.8		1.9 and Above		Total Above	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade Level Norm: 7.7																							
Composite	28	17	61	6	21	4	14	0	0	0	0	27	96	1	4	0	0	0	0	0	0	1	4
Comprehension	569	162	29	56	10	45	8	59	10	47	8	369	65	32	6	24	4	24	4	120	21	200	35
Vocabulary	569	179	32	69	12	83	15	40	7	26	4	397	70	41	7	30	5	30	5	71	13	172	30
Total Reading	569	166	29	44	8	71	13	56	10	48	8	385	68	33	6	27	5	30	5	94	16	184	32
Usage	579	166	28	63	11	53	9	51	9	51	9	384	66	29	5	27	5	24	4	115	20	195	34
Spelling	29	17	59	1	3	5	17	2	7	2	7	27	93	2	7	0	0	0	0	0	0	2	7
Total Language Arts	29	16	55	3	10	4		4	14	2	7	29	100	0	0	0	0	0	0	0	0	0	0
Concepts	567	149	26	75	13	53	9	60	11	67	12	404	71	46	8	9	2	19	3	89	16	163	29
Computation	567	118	21	59	10	87	15	82	15	56	10	402	71	44	10	31	8	25	6	65	4	165	29
Total Math	566	123	22	57	10	84	14	85	15	55	10	404	71	45	8	25	5	20	3	72	13	162	29
Social Studies	555	179	32	53	10	57	10	54	10	23	4	366	66	42	8	34	6	23	4	90	16	189	34
Science	543	136	25	53	10	58	11	71	13	45	8	363	67	46	9	18	3	32	6	84	15	180	33
Use of Sources	23	23	100	0	0	0	0	0	0	0	0	23	100	0	0	0	0	0	0	0	0	0	0
		Critical Deficits																Superior Achievement					

4. Belaire Junior High School

a. Parent Survey Data (Table XIII)

The priority rank of needs as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
School Climate		
1.5	1	More involvement of parents.
1.5	2	Communication between parents and school staff.
3	9	Success for the child.
4	10	Improve feeling tone at school for each child.
5	3	School work should be more interesting.
6	4	Child should be motivated.
7	8	More emphasis on basic skills.
8	5	Child should be given appropriate work.
9	7	School should be a friendly place.
10	6	More homework.
Multicultural		
1	9	Teaching methods help regardless of race.
2	11	Opportunities to participate in school activities.
3	8	Proud of race, family, and cultural background.
4	3	Instructional program designed to meet needs of individuals.
5	2	Teachers are skilled in dealing with students of difference races.
6	5	Teachers value different learning styles.
7	7	Respecting persons who are different.
8	1	Teachers had more respect for child's race.
9	10	Practical opportunities to express racial differences.
10.5	4	Materials more about persons of different races.
10.5	6	Teachers more tolerant of behavioral differences.
Parent Development		
1	1	Knew specific way to help child at home.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
2.5	2	Could visit school to discuss child's needs.
2.5	4	Knew more about child's teachers and subjects.
4	5	Knew how to motivate child in school
5	3	Participate in parent training in parenting.
6	6	Communicate better with my child.
7	8	Improve own vocational skills.
8	9	Improve own management skills.
9	7	Understand what makes child "tick."

b. Staff Survey Data (Table XIV)

Diagnostic-Prescriptive Teaching

1	2	Know skills taught at grade lower than grade I teach.
3	7	Selecting objective at the correct level of difficulty.
3	8	Maintain learner's focus on learning.
3	9	Effectively present new learnings to pupils.
5	5	How to use instructional materials.
6	14	How to monitor pupil's progress and make adjustment as needed.
7	3	Planning skills.
8	11	Respond to the learner in a manner that promotes learning.
9	12	Design and implement activities to promote mastery.
10	4	Selecting appropriate, relevant instructional materials.
13	6	Organization of instructional materials.
13	10	How to effectively use questioning to determine the learner's progress.
13	13	Effectively summarize lessons to insure mastery.
15	1	How to select and use appropriate measuring instruments.

Classroom Learning Climate

1	7	Enhance positive self-concept.
2.5	3	Make instruction more personalized.
2.5	5	How to apply positive motivation.
4	10	How to communicate with parents.
5	4	Ensure that instruction is at a level where the child can succeed.
6	9	Enhance respect between teachers and pupil by applying positive human relations.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
7.5	6	Maintain classroom control.
7.5	11	Display positive attitudes toward ability of all students.
9	2	Improve human relations.
10	8	Effectively use positive and negative reinforcement.
11	1	How to apply behavior management skills.

Multicultural Education

1	11	Improve all student learnings and appreciations of cultural and racial differences.
2.5	1	An understanding of the implications of multicultural education.
2.5	7	How to avoid devaluing cultural or racial heritage.
5	3	How to interpret measuring instruments which contain bias toward racial groups.
5	5	Help students learn social behavior within framework of cultural background.
5	6	How to insist on behavior that is tolerant of behavioral differences.
7	4	Recognize and value different learning styles.
9.5	2	To adapt instruction to recognize the diversity of students from different cultural and racial groups.
9.5	8	Use of instructional materials in instructing students of different racial heritage.
9.5	9	How to ensure that my instruction places priority upon building sense of personal worth.
9.5	14	Accept and build upon divergent language patterns.
13	10	Ensure that instruction serves the needs of each cultural group.
13	12	Provide opportunities to express, celebrate, and maintain cultural racial differences.
14	15	Adapt instructional technique to needs of students with divergent dialects.
15	13	How to distribute resources, power, and prestige among cultural groups.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Exceptional Child		
1	5	Implementing classroom management programs to enhance learning for exceptional students.
2.5	2	Select appropriate learner objectives for exceptional students.
2.5	9	Using instructional skills to meet the needs of all children.
5	3	Planning individualized programs for exceptional learners.
5	4	Selecting instructional materials for exceptional learners.
5	10	Using principles of motivation, retention, and reinforcement to facilitate learning in all students.
8	1	Identifying characteristics of exceptional children.
9	6	Communicating more effectively with exceptional learners.
10	7	Communicating with parents of exceptional students.

c. Academic Achievement

The academic skill needs of pupils at Belaire Junior High School were analyzed by examining the SRA Test scores of ninth grade pupils. The results of this analysis are presented in Table XV. This data indicates that the range in achievement was much greater than the third grade pupils. Again, the pattern was similar to the third grade, with the greatest number and percent scoring below the norm in use of sources (100 percent) and the least number and percent scoring below the norm in comprehension (64 percent). The number and percent of pupils scoring in the critical deficit range (1.9 or more grade levels below the norm) was significantly greater than the third grade. There were a significant

number of pupils who scored at or above grade level in each skill area, except use of sources. It should be noted that the number reporting scores in use of sources was only fourteen. Again, a segment of the ninth grade pupils at Belaire demonstrated superior achievement with scores 1.3 grade levels or more above the norm.

This achievement data from Belaire Junior High School also supports the need for diagnostic-prescriptive, multilevel instruction which is relevant to the needs of the pupils at all levels.

TABLE XIII

NUMBER AND PERCENT OF RESPONSES MADE BY PARENTS IN THE BELAIRE JUNIOR HIGH SCHOOL ON A TEACHER CORPS COMMUNITY NEEDS SURVEY

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
School Climate													
I believe the climate of our schools could be improved if:	37												
1. Parents were more involved in their child's educational program.		1	3	1	3	0	0	22	59	13	35	94	1.5
2. Parents and school staff could communicate with one another regarding the needs and progress of the pupils.		0	0	0	0	2	5	19	51	16	43	94	1.5
3. Teachers would make the school work more interesting.		0	0	0	0	6	16	19	51	12	32	83	5
4. My child was more motivated in school.		0	0	3	8	6	16	23	62	5	14	76	6
5. My child was given work which is more appropriate.		0	0	7	19	14	38	11	30	5	14	44	8
6. My child was given more homework.		3	8	12	32	11	30	7	19	4	11	30	10

TABLE XIII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. The school was a more friendly place to be.		1	3	7	19	10	27	15	41	4	11	32	9
8. The school placed more emphasis on basic skill.		0	0	3	8	7	19	19	51	8	22	73	7
9. The school would stress the importance of success in school to my child's future.		0	0	1	3	2	5	19	51	15	41	92	3
10. Each child felt that he/she was an important person to the teacher.		0	0	1	3	4	11	19	51	13	35	86	4
Multicultural													
I believe the school program would best meet the needs of students of different racial and cultural groups if:	37												
1. The teachers/staff had more respect for my child's race or ethnic background.		1	3	10	27	8	22	11	30	7	19	49	8
2. The teachers/staff were more skilled in dealing with students whose													

TABLE XIII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
race is different from their own.		0	0	5	14	8	22	16	43	8	22	65	5
3. The instructional program was designed to meet the needs of each individual.		1	3	5	14	4	11	23	62	4	11	73	4
4. The materials included more about persons of different races and ethnic groups.		4	11	8	22	11	30	10	27	4	11	38	10.5
5. The teachers utilized and valued different learning styles, vocational goals, and purposes in life.		1	3	1	3	12	32	18	49	5	14	63	6
6. The teachers were more tolerant of behavioral differences in students (language, expressions, etc.).		4	11	11	30	8	22	10	27	4	11	38	10.5
7. Students were given experiences respecting persons who are different from themselves.		1	3	2	5	12	32	20	54	2	5	59	7
8. Students were taught to be proud of their race, family, cultural background, etc.		0	0	2	5	7	19	19	51	9	24	75	3

TABLE XIII
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
9. Teaching methods included those which help all students learn regardless of race or cultural background.		0	0	1	3	4	11	23	62	9	24	86	1
10. Students were given practical opportunities to express, celebrate, and maintain cultural and racial differences.		1	3	12	32	8	22	10	27	6	16	43	9
11. Opportunities to participate in school activities were ensured for students of all cultural and racial groups.		1	3	1	3	6	16	22	59	7	19	78	2
Parent Development													
As a parent, I believe that I could be of more help to my child if:	37												
1. I knew specific ways that I could help my child at home.		0	0	1	3	1	3	26	72	8	22	94	1
2. I could visit my child's school and discuss his/her needs with the teachers.		0	0	1	3	4	11	27	75	4	11	86	2.5

TABLE XIII
(continued)

ITEM AND PROJECT	TOTAL NO	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. I could participate in some parent training activities to help me improve my own skills as a parent.		2	6	2	6	6	17	22	61	4	11	72	5
4. I knew more about my child's school, teachers, and the subjects		0	0	1	3	4	11	25	69	6	17	86	2.5
5. I knew more about how to motivate my child in school.		2	6	1	3	3	8	23	64	7	19	83	4
6. I could communicate better with my child.		1	3	4	11	6	17	20	56	5	14	70	6
7. Someone could help me understand what makes my child "tick."		0	0	1	3	24	67	7	19	4	11	30	9
8. I was given an opportunity to attend some training program to improve my own vocational skills.		1	3	6	17	13	36	13	36	3	8	44	7
9. I could attend some training programs to improve my own home management skills.		2	6	7	19	13	36	12	33	2	6	39	8

TABLE XIV

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS AT BELAIRE JUNIOR HIGH SCHOOL ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 23	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
Diagnostic-Prescriptive Teaching												
As a classroom teacher, I need to improve my skills in:												
1. The mastery of the content areas I teach.	8	35	9	39	0	0	6	26	0	0	26	15
2. Knowing more precisely what skills/concepts are taught at levels lower and higher than the grades I teach.	0	0	3	13	0	0	14	61	6	26	87	1
3. Planning my instruction to better meet the needs of all pupils.	0	0	9	39	1	4	11	45	2	9	54	7
4. Selecting appropriate instructional materials which are directly relevant to the skills/concepts which I teach.	1	4	11	48	1	4	8	35	2	9	44	10
5. How to use instructional materials for more effective teaching.	0	0	6	26	1	17	13	57	0	0	57	5
6. How to organize the instructional materials so they will be readily available when needed.	3	13	8	35	3	13	8	35	1	4	39	13
7. How to identify/select appropriate objectives (skills/concepts) at the correct level of difficulty for my learners.	1	4	5	22	2	9	15	65	0	0	65	3
8. How to more effectively get and maintain the learner's focus on the instructional/learning activity.	0	0	5	22	3	13	13	57	2	9	65	3
9. How to more effectively present new learnings to a group of pupils.	0	0	5	22	3	13	15	65	0	0	65	3

TABLE XIV
(Continued)

TOTAL NUMBER = 23 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. How to more effectively use questioning to determine the learner's progress and maximize the effectiveness of the instruction.	1	4	9	39	4	17	8	35	1	4	39	13
11. How to more effectively respond to the efforts of the learner in such a manner that promotes learning.	0	0	7	30	4	17	12	52	0	0	52	8
12. How to design and implement relevant activities which will serve as guided practice and promote mastery.	0	0	10	43	2	9	10	43	1	4	47	9
13. How to more effectively summarize lessons to insure that pupils get the major points.	1	4	11	48	2	9	8	35	1	4	39	13
14. How to monitor pupil's progress and make necessary adjustments as needed.	0	0	9	39	1	4	12	52	1	4	56	6
15. How to select/use appropriate measuring instruments to determine placement and ongoing progress.	1	4	10	43	3	13	8	35	1	4	39	13
Classroom Learning Climate												
In order to continue the improvement of the teaching/learning atmosphere, I need to improve my skills in:												
1. How to apply behavior management skills to maximize learning and reduce behavior problems.	3	13	8	35	3	13	7	30	2	9	39	11
2. How to improve human relations to enhance the learning atmosphere in my classroom.	3	13	7	30	3	13	8	35	2	9	44	9

TABLE XIV
(Continued)

TOTAL NUMBER = 23 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. How to make the instruction/ learning more personalized for each of my pupils.	0	0	4	17	3	13	16	70	0	0	70	2
4. How to insure that each pupil is provided instruction at a level where he/she can succeed.	0	0	6	26	2	9	12	52	3	13	65	5
5. How to apply positive motivation principles.	1	4	3	13	3	13	16	70	0	0	70	2
6. How to maintain classroom control without depending heavily on punitive disciplinary measures.	2	9	8	35	2	9	9	39	2	9	48	8
7. How to enhance the positive self-concept of my pupils.	1	4	4	17	0	0	16	70	2	9	79	1
8. How to more effectively use positive and negative reinforcement to influence pupil behaviors.	0	0	9	39	4	17	10	43	0	0	43	10
9. How to apply positive human relations with each pupil to enhance respect between teacher-pupil and among pupils.	1	4	6	26	4	17	12	52	0	0	52	6
10. How to communicate more effectively with my pupils' parents in order to enhance their learning.	0	0	4	17	4	17	13	57	2	9	66	4
11. How to be more effective in displaying positive attitudes toward the ability of all students.	1	4	9	39	2	9	11	48	0	0	48	8
Multicultural Education												
In order to insure that my instruction is multicultural, I need assistance in improving my skills in:												
1. An understanding of the implications of multicultural education and how it relates to me in my position.	0	0	8	35	1	4	13	57	1	4	61	2.5

TABLE XIV
(Continued)

TOTAL NUMBER = 23 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	0	0	7	30	5	22	10	43	1	4	48	9.5
3. How to identify and interpret measuring instruments and materials which contain bias toward socio-economic, cultural, or racial groups.	1	4	7	30	2	9	11	48	2	9	57	5
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	0	0	8	35	3	13	11	48	1	4	52	7
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	0	0	7	30	3	13	9	39	4	17	57	5
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	0	0	9	39	1	4	10	43	3	13	57	5
7. How to avoid and teach students to avoid developing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	0	0	7	30	2	9	13	57	1	4	61	2.5
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	1	4	8	35	3	13	10	43	1	4	48	9.5
9. How to insure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual												

TABLE XIV
(Continued)

TOTAL NUMBER = 23 / ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
and as a member of a distinct cultural/racial group.	2	9	6	26	4	17	8	35	3	13	48	9.5
10. How to insure that my instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	1	4	10	43	2	9	8	35	2	9	44	13
11. How to improve all students' learning and appreciation of cultural and racial differences.	0	0	5	22	2	9	16	70	0	0	70	1
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	1	4	5	22	7	30	9	39	1	4	44	13
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	2	9	10	43	5	22	5	22	1	4	26	15
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	0	0	8	35	4	17	11	48	0	0	48	9.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	1	4	10	43	2	9	10	43	0	0	43	14
Exceptional Child												
As a classroom teacher, I need to improve my skills in:												
1. Identifying the characteristics of handicapped and gifted and talented learners.	0	0	9	39	0	0	9	39	5	22	61	8

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TABLE XIV
(Continued)

TOTAL NUMBER = 23	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. Selecting appropriate learner objectives at the correct level of difficulty for exceptional learners.	0	0	5	22	2	9	15	65	1	4	69	2.5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	0	0	5	22	3	13	12	52	3	13	65	5
4. Selecting and using appropriate instructional materials for exceptional learners.	0	0	6	26	2	9	13	57	2	9	65	5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	0	0	4	17	2	9	17	74	0	0	74	1
6. Communicating more effectively with exceptional learners.	0	0	10	43	0	0	12	52	1	4	56	9
7. Communicating more effectively with the parents of exceptional students.	0	0	8	35	3	13	9	39	3	13	52	10
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	1	4	5	22	0	0	16	70	1	4	74	1
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	0	0	6	26	1	4	14	61	2	9	69	2.5
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	5	22	3	13	13	57	2	9	65	5

TABLE XV

NUMBER AND PERCENTAGE OF NINTH GRADE STUDENTS IN THE BELAIRE JUNIOR HIGH SCHOOL, PINE BLUFF SCHOOL DISTRICT, FALLING IN VARIOUS CATEGORIES BASED UPON THE DIFFERENCE IN GRADE LEVEL NORM AND GRADE EQUIVALENT SCORES ATTAINED ON THE SRA MULTILEVEL TEST ADMINISTERED IN APRIL, 1979

SUBTEST	N	2.4 or More		-1.9 to -2.3		-1.3 to -1.8		-0.7 to -1.2		-0.1 to -0.6		Total Below		.0 to .6		.7 to 1.2		1.3 to 1.8		1.9 and Above		Total Above	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade Level Norm: 9.7																							
Composite	269	90	34	30	11	32	12	14	5	27	10	193	72	21	8	12	4	6	2	37	14	76	28
Comprehension	282	81	29	35	12	27	10	20	7	18	6	181	64	29	10	5	2	25	9	42	15	101	36
Vocabulary	275	123	45	25	9	25	9	16	6	23	8	212	77	25	9	7	3	0	0	31	11	63	23
Total Reading	275	90	33	39	14	28	10	19	7	21	8	197	72	15	5	8	3	11	4	44	16	78	28
Usage	276	91	33	35	13	35	13	16	6	18	6	195	71	10	4	17	6	17	6	37	13	81	29
Spelling	276	103	38	28	6	18	6	30	11	22	8	191	69	28	10	17	6	11	4	29	11	85	31
Total Language Arts	276	92	33	41	15	30	11	19	7	16	6	198	72	14	5	12	4	17	6	35	13	78	28
Concepts	274	91	33	41	15	24	9	15	5	16	6	187	68	14	5	20	7	0	0	53	20	87	32
Computation	284	88	32	25	9	30	11	16	6	27	11	188	69	18	7	14	5	9	3	45	16	86	30
Total Math	274	84	31	39	14	23	8	17	6	21	8	184	67	16	6	10	4	15	5	49	18	90	33
Social Studies	275	96	35	33	12	22	8	29	10	16	6	196	71	14	5	12	5	17	6	36	13	79	29
Science	271	87	32	35	13	45	17	16	6	20	7	203	75	7	2	13	5	8	3	40	15	68	25
Use of Sources	14	14	100	0	0	0	0	0	0	0	0	14	100	0	0	0	0	0	0	0	0	0	0
		Critical Deficits																Superior Achievement					

5. Pine Bluff High School

a. Parent Survey Data (Table XVI)

The priority rank of needs as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
School Climate		
1	3	School work should be more interesting.
2	7	School should be a friendly place.
3	9	Success for the child.
4	1	More involvement of parents.
5	2	Communication between parents and school staff.
6	10	Improve feeling tone of school for each child.
7	8	More emphasis on basic skills.
8	4	Child should be motivated.
9	5	Child should be given appropriate work.
10	6	More homework.
Multicultural		
1	8	Proud of race, family, and cultural background.
2	9	Teaching methods help regardless of race.
3	11	Opportunities to participate in school activities.
4	3	Instructional program designed to meet needs of individual.
5	5	Teachers value different learning styles.
6	2	Teachers are skilled in dealing with students of different race.
7	7	Respecting persons who are different.
8	6	Teachers more tolerant of behavioral differences.
9.5	1	Teachers had more respect for child's race.
9.5	10	Practical opportunities to express racial differences.
11	4	Materials more about persons of different races.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Parent Development		
1	2	Could visit school to discuss child's needs.
2	4	Knew more about child's school, teacher, and subject.
3	1	Knew specific ways to help child at home.
4	5	Knew how to motivate child in school.
5	6	Communicate better with my child.
6	3	Participate in parent training in parenting.
7	8	Improve own vocational skills.
8	9	Improve own management skills.
9	7	Understand what makes child "tick."

b. Staff Survey Data (Table XVII)

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Teaching		
1	2	Know skills taught at grade level higher and lower than grade I teach.
2	8	Maintain learner's focus on learning.
3	9	Effectively present new learning to pupils.
4.5	10	How to effectively use questioning to determine the learner's progress.
4.5	11	Respond to the learner in a manner that promotes learning.
6	5	How to use instructional materials.
7	12	Design and implement activities to promote mastery.
8	14	How to monitor pupil's progress and make adjustment as needed.
9	3	Planning skills.
10.5	4	Selecting appropriate, relevant, instructional materials. and interpreting data
10.5	7	Selecting objective at the correct level of difficulty.
12	15	How to select and use appropriate measuring instruments.
13	13	Effectively summarize lessons to ensure mastery.
14	6	Organization of instructional materials.
15	1	Mastery of content area.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Classroom Learning Climate		
1	10	How to communicate with parents.
2	5	How to apply positive motivation.
3	4	Ensure that instruction is at a level where the child can succeed.
4	7	Enhance positive self-concept.
5	3	Make instruction more personalized.
7	6	Maintain classroom control.
7	9	Enhance respect between teacher and pupil by applying positive human relations.
7	11	Display positive attitudes toward ability of all students.
9	8	Effectively use positive and negative reinforcement.
10	1	How to apply behavior management skills.
11	2	Improve human relations.
Multicultural Education		
1	5	Help students learn social behavior within framework of cultural background.
2	11	Improve all student learning and appreciation of cultural and racial differences.
3	4	Recognize and value different learning styles.
4	9	How to ensure that my instruction places priority upon building sense of personal worth.
5	7	How to avoid devaluing cultural or racial heritage.
6	6	How to insist on behavior that is tolerant of behavioral differences.
7	14	Accept and build upon divergent language patterns.
8	8	Use of instructional material in instructing students of different racial heritages.
9	15	Adapt instructional technique to needs of students with divergent dialects.
10	10	Ensure that instruction serves the needs of each cultural group.
11	2	To adapt instruction to recognize the diversity of students from different cultural and racial groups.
12.5	1	An understanding of the implications of multicultural education.
12.5	13	How to distribute resources, power, and prestige among cultural groups.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
14.5	3	How to interpret measuring instruments which contain bias toward racial groups.
14.5	12	Provide opportunities to express, celebrate, and maintain cultural racial differences.

Exceptional Child

1	1	Identifying characteristics of exceptional children.
2	10	Using principles of motivation, retention, and reinforcement to facilitate learning in all students.
3	8	Interpreting diagnostic test in terms of exceptional learners.
4	2	Select appropriate learner objectives for exceptional learners.
5.5	3	Planning individualized programs for exceptional learners.
5.5	4	Selecting instructional materials for exceptional learners.
7	5	Implementing classroom management programs to enhance learning for exceptional students.
8	9	Using instructional skill to meet the needs of all children.
9	6	Communicating more effectively with exceptional learners.
10	7	Communicating with parents of exceptional students.

c. Academic Achievement

Reading scores of the eleventh grade students on the SRA ITED Test were used to assess the achievement level of students at Pine Bluff High School. Scores for other skill areas were not available. As indicated in Table XVIII, 60 percent of the students scored below the fiftieth percentile while 40 percent scored above this level. It should be noted that 178, or 30 percent, of the students scored in the lower quartile, while only 5, or

one percent, scored in the upper percentile. Again, the wide range of reading achievement levels is evident. Thus, this distribution of reading achievement levels has significant implications to curriculum and instructional stragegies.

d. Special Studies

Since the Pine Bluff High School staff completed a North Central Re-Evaluation in 1979, this report included some pertinent data relative to this study. Some of the major points of emphasis for each instructional area were as follows:

(1) General

(a) Strengths

. The curriculum is consistent with the philosophy and objectives of the school.

. A large number of course offerings give both college-bound and non-college-bound students the opportunity to realize their potential and prepare for the future.

. A greatly improved slate of course offerings in the vocational area for students of all abilities is available.

. Every teacher has the opportunity to be involved in the study of the curriculum.

(b) Weaknesses

. Too many students abuse the dismissal policy during the afternoon. Students in the eleventh and twelfth grades may be dismissed one period each day, provided they have a job and a work permit is completed and signed by student, employer, and parent.

TABLE XVI

NUMBER AND PERCENT OF RESPONSES MADE BY PARENTS IN THE PINE BLUFF HIGH SCHOOL ON A TEACHER CORPS COMMUNITY NEEDS SURVEY

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
School Climate													
I believe the climate of our schools could be improved if:	47												
1. Parents were more involved in their child's educational program.		4	9	2	4	4	9	24	51	13	27	78	4
2. Parents and school staff could communicate with one another regarding the needs and progress of the pupils.		5	11	4	9	2	4	16	34	20	42	76	5
3. Teachers would make the school work more interesting.		0	0	1	2	2	4	22	47	22	47	94	1
4. My child was more motivated in school.		4	9	1	2	13	27	21	45	8	17	62	8
5. My child was given work which is more appropriate.		5	11	5	11	10	21	22	46	5	11	57	9
6. My child was given more homework.		8	17	11	23	9	19	13	28	6	13	41	10

TABLE XVI
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. The school was a more friendly place to be.		3	6	4	9	2	4	22	47	16	34	81	2
8. The school placed more emphasis on basic skill.		4	9	3	6	10	21	17	36	13	28	64	7
9. The school would stress the importance of success in school to my child's future.		2	4	1	2	7	15	18	38	19	41	79	3
10. Each child felt that he/she was an important person to the teacher.		2	4	4	9	8	17	17	36	16	34	70	6
Multicultural													
I believe the school program would best meet the needs of students of different racial and cultural groups if:	47												
1. The teachers/staff had more respect for my child's race or ethnic background.		6	13	3	6	9	19	14	30	15	32	62	9.5
2. The teachers/staff were more skilled in dealing with students whose													

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TABLE XVI
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
race is different from their own.		4	8	6	13	5	11	17	36	15	32	68	6
3. The instructional program was designed to meet the needs of each individual.		2	4	5	11	4	8	23	49	13	28	77	4
4. The materials included more about persons of different races and ethnic groups.		6	13	8	17	11	23	15	32	7	15	47	11
5. The teachers utilized and valued different learning styles, vocational goals, and purposes in life.		4	9	0	0	7	15	27	57	9	19	76	5
6. The teachers were more tolerant of behavioral differences in students (language, expressions, etc.).		6	12	5	11	5	11	20	43	11	23	66	8
7. Students were given experiences respecting persons who are different from themselves.		4	8	5	11	8	17	20	43	10	21	64	7
8. Students were taught to be proud of their race, family, cultural background, etc.		5	11	3	6	0	0	21	45	18	38	83	1

TABLE XVI
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
9. Teaching methods included those which help all students learn regardless of race or cultural background.		3	6	3	6	3	6	18	39	20	43	82	2
10. Students were given practical opportunities to express, celebrate, and maintain cultural and racial differences.		2	4	3	6	13	28	23	49	6	13	62	9.5
11. Opportunities to participate in school activities were ensured for students of all cultural and racial groups.		4	9	2	4	3	6	24	51	14	30	81	3
Parent Development													
As a parent, I believe that I could be of more help to my child if:	47												
1. I knew specific ways that I could help my child at home.		2	4	1	2	7	15	23	49	14	30	79	3
2. I could visit my child's school and discuss his/her needs with the teachers.		5	11	0	0	2	4	29	62	11	23	85	1

TABLE XVI
(continued)

ITEM AND PROJECT	TOTAL NO.	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. I could participate in some parent training activities to help me improve my own skills as a parent.		4	9	7	15	8	17	17	36	11	23	59	6
4. I knew more about my child's school, teachers, and the subjects.		2	4	4	9	3	6	28	60	10	21	81	2
5. I knew more about how to motivate my child in school.		3	6	3	6	7	15	26	56	8	17	73	4
6. I could communicate better with my child.		3	6	4	9	7	15	25	53	8	17	70	5
7. Someone could help me understand what makes my child "tick."		3	6	3	6	28	60	8	17	5	11	28	9
8. I was given an opportunity to attend some training program to improve my own vocational skills.		4	9	9	19	8	17	18	38	8	17	55	7
9. I could attend some training programs to improve my own home management skills.		6	13	10	21	12	26	10	21	9	19	40	8

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TABLE XVII

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS AT
THE PINE BLUFF HIGH SCHOOL
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 68	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
Diagnostic-Prescriptive Teaching												
As a classroom teacher, I need to improve my skills in:												
1. The mastery of the content areas I teach.	7	10	23	34	5	7	32	47	1	1	48	15
2. Knowing more precisely what skills/concepts are taught at levels lower and higher than the grades I teach.	1	1	8	12	6	9	46	68	7	10	78	1
3. Planning my instruction to better meet the needs of all pupils.	2	3	20	29	6	9	34	50	6	9	59	9
4. Selecting appropriate instructional materials which are directly relevant to the skills/concepts which I teach.	5	7	14	21	10	15	31	46	8	12	58	10.5
5. How to use instructional materials for more effective teaching.	3	4	14	21	8	12	37	54	6	9	63	6
6. How to organize the instructional materials so they will be readily available when needed.	4	6	27	40	3	4	32	47	2	3	50	14
7. How to identify/select appropriate objectives (skills/concepts) at the correct level of difficulty for my learners.	3	4	19	28	6	9	37	54	3	4	58	10.5
8. How to more effectively get and maintain the learner's focus on the instructional/learning activity.	0	0	11	16	6	9	41	60	10	15	75	2
9. How to more effectively present new learnings to a group of pupils.	1	1	17	25	4	6	39	57	7	10	67	3

TABLE XVII
(Continued)

TOTAL NUMBER = 68 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. How to more effectively use questioning to determine the learner's progress and maximize the effectiveness of the instruction.	0	0	16	24	8	12	35	51	9	13	64	4.5
11. How to more effectively respond to the efforts of the learner in such a manner that promotes learning.	0	0	16	24	8	12	39	57	5	7	64	4.5
12. How to design and implement relevant activities which will serve as guided practice and promote mastery.	2	3	15	22	9	13	37	54	5	7	61	7
13. How to more effectively summarize lessons to insure that pupils get the major points.	4	6	24	35	4	6	32	47	4	6	53	13
14. How to monitor pupil's progress and make necessary adjustments as needed.	4	6	17	25	6	9	37	54	4	6	60	8
15. How to select/use appropriate measuring instruments to determine placement and ongoing progress.	3	4	15	22	11	16	30	44	9	13	57	12
Classroom Learning Climate In order to continue the improvement of the teaching/learning atmosphere, I need to improve my skills in:												
1. How to apply behavior management skills to maximize learning and reduce behavior problems.	6	9	28	41	6	9	25	37	3	4	41	10
2. How to improve human relations to enhance the learning atmosphere in my classroom.	7	10	28	41	8	12	24	35	1	1	36	11

TABLE XVII
(Continued)

TOTAL NUMBER = 68 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
3. How to make the instruction/ learning more personalized for each of my pupils.	2	3	18	26	11	16	32	47	5	7	54	5
4. How to insure that each pupil is provided instruction at a level where he/she can succeed.	1	1	17	25	11	16	27	40	12	18	58	3
5. How to apply positive motivation principles.	1	1	21	31	5	7	32	47	9	13	60	2
6. How to maintain classroom control without depending heavily on punitive disciplinary measures.	7	10	27	40	0	0	26	38	8	12	50	7
7. How to enhance the positive self-concept of my pupils.	0	0	19	28	10	15	30	44	9	13	57	4
8. How to more effectively use positive and negative reinforcement to influence pupil behaviors.	1	1	20	29	16	24	27	40	4	6	46	9
9. How to apply positive human relations with each pupil to enhance respect between teacher-pupil and among pupils.	3	4	21	31	10	15	25	37	9	13	50	7
10. How to communicate more effectively with my pupils' parents in order to enhance their learning.	2	3	16	24	8	12	35	51	7	10	61	1
11. How to be more effective in displaying positive attitudes toward the ability of all students.	4	6	24	35	6	9	27	40	7	10	50	7
Multicultural Education												
In order to insure that my instruction is multicultural, I need assistance in improving my skills in:												
1. An understanding of the implications of multicultural education and how it relates to me in my position.	4	6	21	31	17	25	21	31	5	7	38	12.5

TABLE XVII
(Continued)

TOTAL NUMBER = 68	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	5	7	22	32	13	19	25	37	3	4	41	11
3. How to identify and interpret measuring instruments and materials which contain bias toward socio-economic, cultural, or racial groups.	4	6	23	34	17	25	19	28	5	7	35	14.5
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	4	6	18	26	10	15	31	46	5	7	53	3
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	2	3	18	26	10	15	31	46	7	10	56	1
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	6	9	22	32	9	13	25	37	6	9	46	6
7. How to avoid and teach students to avoid developing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	4	6	22	32	9	13	25	37	8	12	49	5
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	3	4	24	35	11	16	25	37	5	7	44	8
9. How to insure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual												

TABLE XVII
(Continued)

TOTAL NUMBER = 68	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
and as a member of a distinct cultural/racial group.	3	4	26	38	5	7	29	43	5	7	50	4
10. How to insure that my instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	3	4	24	35	12	18	24	35	5	7	42	10
11. How to improve all students' learning and appreciation of cultural and racial differences.	1	1	19	28	11	16	34	50	3	4	54	2
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	4	6	21	31	19	28	23	34	1	1	35	14.5
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	3	4	24	35	15	22	25	37	1	1	38	12.5
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	4	6	20	29	13	19	28	41	3	4	45	7
15. How to adapt instructional techniques to the needs of students with divergent dialects.	3	4	23	34	13	19	27	40	2	3	43	9
Exceptional Child												
As a classroom teacher, I need to improve my skills in:												
1. Identifying the characteristics of handicapped and gifted and talented learners.	2	3	12	18	6	9	35	51	13	19	70	1

TABLE XVII
(Continued)

TOTAL NUMBER = 68	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
2. Selecting appropriate learner objectives at the correct level of difficulty for exceptional learners.	1	1	16	24	6	9	35	51	10	15	66	4
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	1	1	13	19	10	15	36	53	8	12	65	5.5
4. Selecting and using appropriate instructional materials for exceptional learners.	1	1	15	22	8	12	37	54	7	10	65	5.5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	1	1	16	24	8	12	36	53	7	10	63	7
6. Communicating more effectively with exceptional learners.	3	4	19	26	5	7	33	49	8	12	61	9
7. Communicating more effectively with the parents of exceptional students.	3	4	17	25	10	15	32	47	6	9	56	10
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	1	1	14	21	7	10	37	54	9	13	67	3
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	0	0	15	22	11	16	34	50	8	12	62	8
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	15	22	7	10	33	49	13	19	68	2

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TABLE XVIII

FREQUENCY DISTRIBUTION OF PERCENTILE RANK SCORES
FOR ELEVENTH GRADE STUDENTS IN THE PINE BLUFF HIGH SCHOOL
ON THE SRA IOWA TEST OF EDUCATIONAL DEVELOPMENT
ADMINISTERED IN OCTOBER, 1978

SUBTEST	N	RANGE OF PERCENTILE SCORES													
		1—25		26—49		Total Below		50—89		90—98		99—100		Total Above	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	586	178	30	173	30	351	60	183	31	47	8	5	1	235	40

. The student center should be more of a study hall than a place for a free period.

. Some teachers are not fulfilling the aims established in the departmental scope and sequence.

. No class is available for teenage parents apart from other students to meet their needs. This would have to meet H.E.W. guidelines.

. Because of the large number of drop-outs, we need something to increase our holding power.

(c) Recommendations

. Be more restrictive in granting dismissal.

. Alter the function of the student center and eliminate the use of candy and drink machines during study hall periods.

. Provide stronger supervision within departments to see that scope and sequence are followed and that course objectives are achieved.

. Form a separate class in preparation for marriage and child development for students who are teenage parents.

. Offer more courses to meet the needs of students who drop out prior to graduation.

(2) Business Education

(a) Strengths

. A wide variety of course offerings is available to students.

. Modern and up-dated equipment that is comparable to those found in business.

. Rooms, space, modern facilities, and furnishings are most adequate.

. Good maintenance service on equipment is provided.

- The work study program provides techniques and skills for on-the-job training in the occupational preparation of the student.

- Exploration of career opportunities and requirements is provided for students.

- Youth organizations are available for students to actively participate in.

(b) Weaknesses

- Lack of male students in the exploratory business course and cooperative office education course.

- Lack of coordination between junior high and senior high schools in the typewriting course.

- Gap between the Business Department and the Guidance Department.

- Limited number of students in the department to make use of every available piece of equipment we have in classrooms each period daily.

(c) Recommendations

- Recruit more male students in the exploratory business and cooperative office education classes.

- Provide more coordination of business subjects between the junior and senior high schools (knowledge of business courses offered in the junior high schools).

- Make greater effort for the Business Education Department and the Guidance Department to cooperate in disseminating information about the business program to the students before pre-registration, so they will have some knowledge about business course offerings.

- Recruit more students in the Business Department to utilize the available equipment at all times.

(3) Distributive Education

(a) Strengths

. The willingness of members of the department to accept all individuals in the program who indicate a desire for such training, who can and will profit from such training, and for whom proper on-the-job training can be arranged.

. The efforts exerted by the coordinators to match a student and a training station to the mutual benefit of each.

. The concern and counseling given to the adjustment and development problems of the program participants.

. Classroom instruction, on-the-job training, and DECA activities provide opportunities for social, civic, leadership, and fellowship development which are qualities for desirable citizenship.

. Deep concern and interest of the employers and community in the students.

. Various activities and projects in the program provided for students to experience success.

. Dedicated and hard-working Advisory Committee.

(b) Weaknesses

. Need improved methods of interesting students in the program, expecially in exploratory marketing.

. Need a more systematic method of screening students before they are accepted in the program.

. Lack adequate facilities for pre-employment training. There is a need for a school store and/or a laboratory store to be used to meet the needs of students who lack the basic techniques, skills, and social graces needed for entry level jobs as well as for advancement on the job.

. Need better public relations between department and student body, faculty, administrators, and community.

. Need several changes in physical facilities: no sink in workroom, ill-placed electrical outlets, inadequate display area, no rest room in north annex to Patterson Building.

(c) Recommendations

. Establish a committee of students to help recruit students.

. Establish a systematic method of screening students before they are accepted into the program—possibly a committee that would include principals, counselors, attendance supervisor, and coordinators.

. Improve the coverage of program activities in the school newspaper and the two local newspapers.

. Make the following changes in physical facilities: add large sink in workroom, provide additional electrical outlets in convenient locations so that hazardous extension cords can be eliminated, provide additional display area, and add rest room in north annex to Patterson Building.

(4) Art

(a) Strengths

. Emphasis is placed on basic drawing and design.

. The courses in art are offered in a sequential curriculum.

. Art III is an independent study course.

. The course of study in Humanities provides great flexibility to allow for varied interests and abilities of students as well as for current cultural events, for example, King Tut Phenomenon.

. The budget for art supplies makes the course available to all students.

. Incorporating reading activities with art activities is beneficial to poor readers.

(b) Weaknesses

. Students receive little artistic training in the lower grades; therefore, they demonstrate a low degree of creativity in senior high school.

. Art I is needed in junior high and more art should be taught at the elementary level to strengthen the secondary program.

. Humanities needs to be more relevant as well as historical.

(c) Recommendations

. Students should be given more creative assignments and more choices. Change Art II to semester courses to provide more time for specialization.

. Introduce Art I at the ninth grade level and hire more personnel (K-12) to coordinate entire program, order supplies, evaluate and counsel teachers, and serve as a resource person.

. The Humanities teacher needs time to stay abreast of available materials and methods in order to relate the current to the historical in each unit.

(5) Industrial Arts

(a) Strengths

. Students can enroll in four Industrial Arts courses.

. The counselors and administrators are most cooperative.

. There are qualified and experienced instructors who are interested in the success of the student.

. Well-equipped classrooms and adequate instructional materials are available to all students.

. There are numerous available occupations in our local area.

- The drafting equipment is modern and adequate.
- Industrial Arts is offered to all students.
- The woodworking classroom is equipped with adequate lumber storage, a good spray booth, and an excellent system for dust control, in addition to the regular woodworking equipment.

(b) Weaknesses

- The availability of transportation to make field trips has not been a part of the planned program.
- More supplementary textbooks and audio-visual materials are needed.
- The ventilation system in the woodworking laboratory is too noisy.
- More girls and black students should be encouraged to take drafting.
- Students coming into woodworking need more drafting training than they are presently receiving.
- The number of students in drafting is too small for the size of our school.
- Too many students are allowed to take woodworking which causes the class size to be too large.
- High school industrial arts, high school vocational-related courses, and junior high school exploratory building trades classes need to be coordinated better.
- Curriculum guides need to be completed.
- Some woodworking tools and equipment are needed.

(c) Recommendations

- Field trips to related industries should be utilized.

. Apply for International Paper Company Foundation funds to obtain supplementary textbooks and audio-visual materials for vocational and industrial education.

. Install air conditioning in the woodworking laboratory and put quieter motors on the roof exhaust fans.

. The junior high counselors need to be made aware of the drafting courses at the high school along with better public relations. Displays would help attract more students.

. Make at least one semester of Drafting I a prerequisite for woodworking.

. Develop a public information program directed especially toward junior high students and their parents about the opportunities of drafting.

. There should be a cut-off of twenty students maximum in each section of woodworking. It is impossible to give adequate individual instruction if a class has more than twenty students in it.

. A sequence of study needs to be coordinated at the secondary level to prevent duplication of instructions and to assure that each student has been exposed to the many different areas of study.

. Update written objectives for all courses.

. The school district should budget money for new equipment on an annual basis to update the old machines and to replace the necessary hand tools.

(7) Mathematics

(a) Strengths

. All teachers in the Mathematics Department have done some graduate study, and fifty percent have their master's degree.

. The mathematics curriculum provides courses to meet the needs of students from remedial level through college-bound.

. All feedback from Pine Bluff High School graduates indicates a strong foundation in mathematics and success in college work.

. Math teachers have a strong departmental organization.

(b) Weaknesses

. Many of the mathematics classes are overcrowded, especially the General Mathematics classes.

. The Mathematics Department does not have mathematics achievement testing for all grade levels.

. No opportunity is given for students to learn about computers.

. The department chairman needs released time to coordinate the program.

(c) Recommendations

. Limit the maximum class size in General Mathematics to twenty and other mathematics classes to twenty-five. This could be accomplished by making part-time teachers full-time teachers.

. Develop pretests and posttests for each area in the Mathematics Department to check each student's progress.

. Offer a course involving the use of computers.

. Give departmental chairman released time to work with staff in coordinating the program.

(8) Music

(a) Strengths

. Excellent instructional and rehearsal facilities.

. Adequate budget of approximately $9,000 for senior high choir and approximately $16,000 for band (including three junior high schools).

. Large number of quality instruments and teaching aids.

. Extensive music libraries for both choir and band.

. Unique class scheduling to serve both choir and band during flexible fourth period.

. Administration and community support.

. Professional quality audio-visual equipment.

. Consistently high level of performance and many awards in region and state activities for both band and choir.

(b) Weaknesses

. More music class offerings needed for interested students.

. Larger staff plus music supervisor to coordinate the total program, K-12.

. Adequate concert performance area needed on school campus.

. Lack of a high school string program.

(c) Recommendations

. Addition of courses in music history and music appreciation.

. Increase the staff number in choral and band plus a music supervisor to coordinate the music program in grades K-12.

. Construction of a multipurpose auditorium on school campus to acoustically accommodate music and drama performances.

. Make the elementary and junior high string program a full-time program with a full-time staff member.

(9) Boys' Physical Education

(a) Strengths

. The McFadden Field House and facilities, for the most part, are excellent.

. Facilities are kept clean and in good repair.

. Each boy is furnished towels and soap.

. The school has a new, all-weather track that is used by physical education classes.

. Four tennis courts are available for use by physical education classes.

. The department has an adequate supply of teaching equipment.

. The program is well planned.

. Activities are diversified.

. Equipment is carefully inspected for safety hazards.

. There is sufficient storage space.

(b) Weaknesses

. Need for better shower facilities.

. Need intramural sports program.

. Need for full-time physical education instructor.

. Inadequate method for evaluation of individual student progress.

(c) Recommendations

. Install shower facility in each dressing room. There are two physical education dressing rooms; there is only one small shower facility in the middle.

. Develop an intramural sports program.

. Hire a full-time physical education instructor to coordinate activities and implement intramural program. At present, members of the coaching staff are the only instructors.

. Implement method of evaluating skills and physical fitness.

(10) Girls' Physical Education

(a) Strengths

. Physical education classes meet daily.

. The indoor and outdoor facilities are better than average.

. A variety of instructional offerings help to prepare students in the "lifetime" sports and emphasize physical fitness.

. The qualifications of the physical education staff exceed the basic state certification requirements.

. The activities director is the administrator for the athletic program.

. Insurance is provided to all athletes by the school.

. Varsity athletics for girls has been offered for four years in these sports: basketball, gymnastics, tennis, track.

(b) Weaknesses

. There is a need for an overall director of the physical education program to coordinate program directed toward health problems and other needs which exist among students in the regular physical education classes. There is such a person for athletics.

. Substitute courses are allowed for physical education.

. The total program lacks a sequential program plan.

. An intramural program is not provided nor offered.

. The budget for the regular physical education class equipment is inadequate.

. Adaptive, special activities, or programs for students who have special needs or problems of learning that cannot be met in regular course offerings, are not provided.

(c) Recommendations

. Add a person, or assign a person, who would be responsible for coordinating the health and physical education program.

. Allow no substitute course for physical education. (The committee members were not in complete agreement on this recommendation, but the majority were in favor.)

. Appoint a committee of physical education teachers on the various levels to develop a sequential physical education program.

. Consider allowing students more selection of activities and an intramural class one or two periods during the day, possibly co-educational.

. Provide more funding for equipment for the regular physical education students.

. Expand offerings to include special activities for students who have problems of learning that cannot be met in regular course offerings.

(11) Science

(a) Strengths

. A variety of courses are offered to meet the individual needs of students.

. Facilities that are air-conditioned, centrally heated, and well maintained are provided.

. Members of the teaching staff are interested in their students as individuals.

. All students have access to a well-planned media center.

. The location of this school in an area such as Pine Bluff is an asset to our science program.

(b) Weaknesses

. More money is needed to improve quantity, quality, and variety of materials to carry out the adopted program.

. The class size is too large for the space, type of instruction, and quantity of materials.

. The schedule of classes for teachers with more than one lesson plan needs improvement.

. Teachers need more time to work with students, plan, and carry out course work.

. Better textbook selection is needed for the lower level courses. (This selection should include supplementary materials accompanying textbooks.)

. Teachers need to be encouraged to attend professional meetings.

. Possibly many students are misplaced in the tracking system.

(c) Recommendations

. Budget the money needed for expendables and major equipment as a separate fund for science. Establish a petty cash fund for immediate small purchases.

. Adjust the size of classes to accommodate space, quantity of materials, and type of instruction.

. If it is necessary for a teacher to have more than one preparation, schedule all classes of a given preparation consecutively when possible and in classroom where necessary facilities are available (example, sink). This would benefit both teachers and students.

. Provide time-saving help to science teachers as:

  . A person responsible for keeping the machines and materials in the work room available and in working order.
  . A phone located where a teacher has privacy.
  . Secretarial help for the department.
  . A period for the department chairman to do department work.
  . An audio-visual helper when problems arise with the operation of 16mm projectors, when projector does not

operate properly, or new lead is needed on a film, etc.

. A separate laboratory preparation period for science teachers in addition to the conference period.

. Continue searching for more appropriate materials for lower level courses.

. Provide stipends and time off for science teachers to attend state, regional, and national conferences and workshops occasionally.

. Arrive at better evaluation methods for advising students in choosing proper course level.

(12) Social Studies

(a) Strengths

. A variety of course offerings provides a balanced curriculum for students with differing interests and varied ability levels.

. The department staff is qualified in the subject areas they teach and is willing to try new methods and approaches.

. The staff presents to the students a variety of individual philosophies.

. Teachers are afforded intellectual freedom, and there is latitude for individual instruction.

. Students willing to involve themselves in their course of study are benefitting academically.

. The supply of instructional material and equipment is adequate and consistently being improved.

(b) Weaknesses

. More coordination and exchange of ideas are needed within the department itself.

. American History teachers need to utilize their resource room to greater advantage.

. A departmental office is needed with space for a small, professional library and for a readily available file of resource units and evaluation items.

. The department chairman does not have release time for planning and assisting teachers in the classroom who are experiencing difficulties with the curriculum.

(c) Recommendations

. Plan regular monthly meetings to facilitate coordination and communication within the department.

. Utilize the resource room to greater advantage by building up a supply of resource materials which can be shared.

. Provide space for a departmental office and purchase professional books and periodicals for inclusion in a small, professional library which can be housed in such an office.

. Give the department chairman a released period for better performance of his duties.

(13) Special Education

(a) Strengths

. The program orients students to the world of work and career occupations.

. Opportunities are provided for successful work adjustment and performance.

. The program provides opportunities for social development and improved self-concept.

. The program aids the student in becoming self-sufficient, thus enabling him or her to enjoy a fuller, more rewarding life.

. The new CCE curriculum, which was approved for implementation in the 1979-80 school year, will give more emphasis to vocational training.

(b) Weaknesses

. There is no in-house evaluator, making our evaluation process longer.

. Changes are needed in the physical facilities to promote a better education environment.

. There is no area set aside for equipment to be used with children with learning disabilities.

. There is no program for gifted and talented students.

(c) Recommendations

. Hire a school psychologist.

. Build a wall to separate two vocational classrooms and move academic classes to regular classrooms.

. Provide resource area for remediation of learning disabilities.

. Develop and implement programs in all areas for gifted and/or talented students.

(14) Trade, Technical, and Industrial Education

(a) Strengths

. There is an adequate area to teach a variety of courses.

. There are qualified and experienced instructors who are interested in the success of the young worker.

(b) Weaknesses

. Lack of field trips made.

. Lack of individual study packets for specific areas of instruction.

. Lack of Advisory Committee involvement.

. Physical defects in first floor classes, inadequate exit in building trades, noise level, leaking roof, drafty auto shop, inadequate ventilation in machine shop.

. Lack of student club involvement.

. Curriculum guides needed for some areas.

(c) Recommendations

. Teachers work with administrators and Advisory Committees to schedule field trips to such places as Pines Vocational School, Smart Chevrolet, Dravo (barge manufacturing), and Raywick Manufacturer.

. Add individual study packets in every area; for example, "Cutting a Common Rafter," "Techniques of Measurement," "Safety Practices," and "Basic Computer Literacy Hands on Program."

. Use the Advisory Committee more often to lend expertise to the entire program.

. That physical defects be corrected.

. That students be encouraged to participate in vocational clubs and moving ahead with those students showing interest.

. That teachers be trained in curriculum development and work toward developing a guide for each area of instruction.

(15) Student Activities Program

(a) Strengths

. There are thirty-eight organizations available to students.

. All organizations have as a main goal the enrichment of the emotional and social needs of the students.

. Membership is open to all students.

. The point system (see "Student Handbook") alows more students to participate in activities.

(b) Weaknesses

. Even more students could be encouraged to participate in school activities.

. Very few faculty members attend extracurricular activities.

. There should be more after-school activities.

(c) Recommendations

. Develop a positive method for encouraging more students to participate in extracurricular activities.

. Faculty members should be encouraged to attend more extracurricular activities.

. After-school activities such as record hops, plays, musicals, as well as some intellectually related activities, should be encouraged.

(16) Driver, Traffic, and Safety Education

(a) Strengths

. New, well-equipped cars.

. Available teaching films.

. Driver stimulation equipment.

. Regular classrooms available for instruction.

. On-the-street driving for each student.

. Driving range skills experience for each student.

. Faculty and administration cooperation with the program.

. Rules and regulations of good driving given in thirty hours of classroom instruction.

. Six hours behind-the-wheel for every student.

(b) Weaknesses

. Classes sometimes too large.

. No permanent driving range.

. Driver education simulators outdated.

. No testing equipment to diagnose and study visual perception, reaction time, and other personal characteristics.

(c) Recommendations

. Reduce the size of classes or increase the number of instructors.

. Establish a permanent driving range.

. Purchase modern driver simulators.

. Purchase testing equipment to test visual perception, reaction time, and other personal characteristics.

(17) English

(a) Strengths

. The Pine Bluff High School elective program of offerings in the eleventh and twelfth grades allows students to select classes particularly designed for their needs, thus providing academic freedom for all students.

. Needs of individual students are met as courses are designed for strong, average, and weak students.

. The department encourages reading in addition to textbook material by allowing one day per week for reading. This individualized reading program is designed for personal enrichment and enjoyment.

. The department provides excellent opportunities for writing—the Zebra, the Pine Cone, Winged Zebra, writing classes, and numerous contests.

. The department offers many audio-visual aids for classes to enrich the study of literature.

. The staff of the English Department is well qualified and continues to grow as its members attend formal classes, workshops, and in-service courses.

. Staff members are presently involved in two projects. An approved International Paper Company Foundation

project for 1979-80 school year will provide three highly motivational classes for those students whose low reading scores belie their actual intelligence. Another project being developed is a voluntary enrichment program (language oriented) for upper level students preparing to take the National Merit Test.

. The chairman of the department encourages and supports new programs. Changes recently implemented include four programs—Living Literature, Journalism I, Oral Communications, Humanities II, and Prescription Reading.

. Wide and in-depth selections of both classrooms and professional materials are available in the English library. This resource center has a capable secretary who facilitates the coordination of materials.

. The National Council of Teachers has commended the department for its three state winners in NCTE Writing Awards during the past four years. Pine Bluff students have won many writing and oratorical contests, and many students score well in the CLEP Test in English and are given college credit for English courses.

(b) Weaknesses

. A language arts coordinator for grades K-12 is needed in our system. Careful coordination of the program would eliminate repetition and "gaps."

. A more detailed, correlated program of study is needed; and a course of study guides should be completed and published.

. Too many students choose courses below their ability levels.

. A period for evaluating writing assignments should be given to teachers of composition. The added time is needed if writing is to be taught effectively.

. Gifted and talented students should be given more opportunities for developing their potential.

(c) Recommendations

. Designate a capable person to coordinate the English program, at least grades seven through twelve, and give time and authority to work cooperatively with teachers in implementing a more effective program.

. Complete the teaching objectives for each course. Some time must be spent, perhaps a summer workshop, when teachers from all levels can work on a correlated program.

. Work very closely with guidance counselors in placing students in courses that will be both challenging and beneficial to them.

. Allow extra time for teachers of composition to critically evaluate student writing.

. Identify gifted and talented students as early as possible, cultivate their special abilities, and provide enrichment in cultural activities.

(18) Foreign Languages

(a) Strengths

. Detailed, illustrated syllabi developed cooperatively by the three language teachers.

. Modern language lab available to all classes.

. Wide variety of appropriate instructional materials and visual display.

. Student enrichment and enjoyment of language evidenced in club activities and travel experience.

. All staff members are leaders in their state professional organization, are fluent in the language they teach, and travel often in countries native to their language discipline.

(b) Weaknesses

In order of priority:

. Problem of getting and keeping students in the program is caused by failure of public to recognize value of foreign language study, early dismissal of students, scheduling conflicts, and abundance of course offerings.

. Lack of coordination between junior high and senior high language programs.

. Difficulty of testing and language skills and need for standardized testing within the department.

. Need updated texts and additional instructional material.

(c) Recommendations

. Make a concerted effort to extend study of language to a three-year sequence.

. Assign someone to coordinate junior high and senior high language programs.

. Secure a good standardized testing system for the department.

. Acquire new textbooks and additional instructional materials.

(19) Health Education

(a) Strengths

. It deals effectively with wide variety of subject matter.

. It offers a good opportunity to develop and improve the students' attitudes, habits, values, morals, and self-concept.

. It teaches the basic human needs for survival.

. The textbook offers a readable variety in content. It is set up with objectives and activities designed for each unit.

. An opportunity is given for students to explore health careers.

(b) Weaknesses

. There is a lack of display and storage space in each room.

. Teachers are located in separate buildings.

. There is little coordination among teachers or courses as to content of curriculum, use of resources, or development of objectives.

. Classes are available only to juniors and seniors as an elective.

. There are many outdated films and filmstrips.

. There is no full-time nurse at the high school.

. There are no formally written course objectives.

. There is not enough utilization of community resources.

(c) Recommendations

. Install bulletin boards in health education rooms. Add shelves and closets where possible for storage.

. Locate all teachers in one building.

. Appoint a head of the department to coordinate activities. Also, rather than have two teachers teaching one unit each, let one teacher teach two units.

. Present to the Curriculum Committee a proposal that health education be a required semester course for sophomores, thus enabling them to utilize new ideas in related courses such as health occupations.

. Acquire updated films and film strips.

. Hire a full-time nurse for the high school.

. Write objectives for the course.

. Utilize VIPS organization for resource people.

(20) Health Occupations

(a) Strengths

. Health Occupations education provides a combination of in-class instruction and on-the-job training to provide a total picture of health-care careers to students.

. Students are taught job survival skills.

. Students get the opportunity to "try out" a job before they invest time, money, and effort getting educated in a field they may or may not find rewarding.

. Students provide a community service; and in reciprocity, the community is participating in the educational process.

. There are exploratory and cooperative classes.

. Some students have full-time jobs when they graduate as a result of completing this program.

(b) Weaknesses

. Classes are too small.

. There are insufficient teaching materials on some subjects.

. Sophomores who take exploratory courses have to "lay out" a year before taking cooperative HOE.

. Insufficient electrical outlets cause hazards, and light switches are inconveniently located.

(c) Recommendations

. Continue recruitment process and continue to educate school community about the courses.

. Continue to buy resource books and skills-teaching, audio-visual materials in career fields other than nursing.

. Have health education a prerequisite for exploratory HOE to be taken in the sophomore year.

. Additional electrical outlets can be put in and convenient switches can be placed inside classrooms.

(21) Home Economics

(a) Strengths

. Eight courses are offered per semester for student consideration.

. Curriculum scope and sequence guides are used in planning course of study, and each teacher follows a locally prepared guide to assist her in checking to see that all materials have been covered.

. Teachers work well together to plan and develop the home economics program and activities.

. Teachers are active in home economics-related professional organizations and take part in in-service and state vocational conferences. Two have recently been named Arkansas Teacher of the Year in Home Economics.

. The Home Economics Department is attractive and very well equipped.

. The content of home economics courses is immediately applicable to the student concerning his own personal self-concept and his relations to others.

. Teachers use a variety of instructional materials and visual aids to enrich the subjects being taught.

. A full work program is provided for all students desiring work experience in jobs relating to home economics—primarily clothing, child care, and foods service.

(b) Weaknesses

. Not enough time for laboratory courses.

. Noise from one adjoining classroom to the other makes lecture and discussion-type study very difficult.

- No provision for vent-a-hoods over some ranges.
- Hazard caused by raised electrical floor outlets.
- No provision for non-laboratory classes, such as adult living, consumer education, and human growth and development. (If that teacher is also teaching a clothing unit, the sewing machines and other equipment is in the classroom which is not a good atmosphere for the activities that are necessary for those classes.)
- Lack of understanding about content of various Home Economics courses by students before they register for the course.
- Lack of time for teachers to do grocery shopping.
- More money needed to teach foods and nutrition.
- Need for more participation in the Future Homemakers of America Chapter.
- No adequate facility available for messy activities (refinishing furniture, etc.) for housing unit.
- Need space for commercial food service equipment for teaching OHE (Food Service).

(c) Recommendations

- Schedule two-hour periods for laboratory courses and limit class size to sixteen to twenty students.
- Install vent-a-hoods over all ranges.
- Lower electrical outlets to remove hazard.
- Provide classroom space for non-laboratory courses.
- A representative of the department provide the students with information of what is taught in various home economics courses before the students register for classes.

. Schedule the foods teacher's preparation period the last period of the day or back-to back with the lunch period to allow for departmental shopping. (Only one grocery store in Pine Bluff delivers, and their prices are not affordable, as the foods budget is so limited.)

(22) Learning Media Services

(a) Strengths

. The attractive and spacious physical facilities are excellent, and the atmosphere is quite conducive to learning.

. A congenial and cooperative staff works directly with faculty, students, and staff in all areas of media services.

. Our periodical collection is our strongest point. It is the best in Pine Bluff and one of the best in any high school in Arkansas.

(b) Weaknesses

. More monies need to be provided to give depth to purchases, especially in the non-print media.

. More monies need to be provided so that more media forms can be included in the program. With inflation, stealing, and the collection just normally growing old, it is difficult to maintain the materials needed with the funds provided.

. The non-print budget should not be in the control of a clerical person. A qualified professional should be making these decisions that so affect our curriculum.

(c) Recommendations

. North Central Association address its minimum standards to the problems of inflation to help convince local authorities of these needs.

. Add a security control system to the media center to control stealing.

. Increase the non-print budget, at least for Pine Bluff High School, and place

it in the control of the media center director so that non-print materials can have a greater impact.

(23) Student Services

(a) Strengths

. Preparation of counselors.

. Assignment of counselors.

. Counseling and placement of the college-bound.

. Student accounting.

. Physical facilities as far as accessibility.

(b) Weaknesses

. Lack of coordination of guidance services with junior high schools.

. Need to improve curriculum for the non-college-bound.

. Need to extend and improve group guidance procedures.

. Need to increase teacher participation.

. Lack of availability of nurse, speech therapist, and other special personnel.

. Lack of information to students about courses, job opportunities, etc.

. Need to improve job placement of terminals.

(c) Recommendations

. Add supervisor of guidance services.

. Revise curriculum and add courses with saleable skills for terminal students.

. Do a follow-up study of graduates for a five-year period and use the results to develop improved group procedures for problems such as illegitimate pregnancies.

. Develop an in-service program to give thorough understanding of guidance services so that teachers will make referrals for reasons other than academic.

. Hire a nurse for this school as well as a speech therapist and other special personnel.

. Do follow-up study of graduates for a five-year period and disseminate information to aid students in planning their courses.

. Develop an improved job placement program for terminals in cooperating with community businesses and employment agencies.

(24) Health and Medical Services

(a) Strengths

. A registered nurse is available during the school day.

. Persons qualified to administer first aid are available in surrounding school areas.

. Nurses make contact and home visits with parents when students have special problems.

. The school abides by written health policies.

. The school was over ninety percent adequate in the 1978 "Push" for immunization.

(b) Weaknesses

. Need school physician and additional school nurse.

. Need more screening programs for students and more in-service education for teachers to encourage referrals.

(c) Recommendations

. Hire school physician and a school nurse.

. Plan and implement cooperatively with the Health Occupations Education course a program of blood pressure screening for the faculty.

(25) Transportation Services

(a) Strengths

. Bus drivers are adequately trained before they are allowed to be a substitute driver or to drive a regular route.

. Preventive maintenance is a major part of the mechanic's responsibility.

. Pine Bluff probably has one of the best bus garage facilities in the state with a large garage and a paved parking lot inside a chain link fence with a 24-hour watchman.

. The garage is well equipped.

. The bus drivers and mechanics are trained annually in their duties, responsibilities, and the latest federal, state, and local regulations pertaining to the transportation of school students.

(b) Weaknesses

. Need a way for bus drivers to communicate with the garage when they are driving their bus routes.

. Need some buses replaced with later models.

. Need service vehicles for mechanics to go to accidents or breakdowns.

. Need more supervision of drivers at the various schools and on their routes.

. Need supervision of bus students at Pine Bluff High School when they arrive thirty minutes before school and when they wait to be picked up after school.

(c) Recommendations

. Install radios in all school buses as soon as possible so that dispatch office and driver can communicate.

. Purchase a minimum of four buses per year until all buses over ten years old are replaced. After that, replace three buses each year to maintain an adequate fleet.

. Provide a service vehicle to be readily available when there is a need.

. Relieve transportation director of clerical work so that he can be free to go to schools when transportation problems develop.

. Assign a staff member to the bus stop duty at the high school before and after school to handle discipline problems.

(26) Food Services

(a) Strengths

. The food service program is operated by a well-qualified staff.

. The program works cooperatively with two of the school's work study programs--Health Occupations and HERO.

. The food service staff has many years of experience with on-and-off campus servicing; namely, school activities, community organizations, and the Alternate School. Catering service is rendered to OEO Day Care Centers at two locations.

. The facilities and equipment are up-to-date and most adequate.

. The staff attends in-service training programs and workshops.

. Well-balanced meals of adequate quantity at a moderate cost are available to students and adults.

. The menus are published in local newspapers weekly and announced on local radio stations each morning.

. A full-time custodian maintains the upkeep and cleanliness of the cafeteria at all times.

. A full-time bookkeeper is employed in the central office to take care of all financial matters and keep records.

(b) Weaknesses

. Some food service staff do not attend in-service programs and workshops.

. Not enough students participate in the food service program.

(c) Recommendations

. Place emphasis on the importance of attending food service informational clinics.

. Structure an organization and/or committee made up of parents and students to encourage more student participation in the food service program.

(27) School Facilities

(a) Strengths

. Large, attractive campus.

. Many modern, spacious, centrally heated and cooled buildings.

. Appropriate facilities for a wide variety of academic, vocational, and extra-class activities.

. Covered walkways.

(b) Weaknesses

. Need multipurpose building with heated swimming pool and handball courts.

. Need wind barriers for tennis courts.

. Need additional landscaping of campus.

. Need school-owned baseball and softball field (now use city facilities—away).

. Lack of space in guidance office.

. Need additional showers to accommodate co-educational sports.

(c) Recommendations

. Whenever feasible, ask Board to propose a millage increase to build a multi-purpose building for the development of individual and intramural activities.

. Construct wind barriers for tennis courts.

. Provide additional landscaping in central areas.

. Provide baseball and softball field readily accessible to campus.

. Relocate guidance office to larger place to allow for more privacy.

. Install additional shower facilities.

(28) School Staff and Administration

(a) Strengths

. The atmosphere at Pine Bluff High School is good due to the communication and working relationship within and between the staff and administration.

. This is also true of the conditions with the students as they react with each other and the staff and administration.

. The qualifications and experience of the staff are very good. The staff utilizes the facilities and resources to achieve success with their abilities.

. Curriculum offerings give the student a wide range of courses that meet the needs and abilities of the individual. The same is true of activities a student may choose for participation.

. As the daily routine of academics and activities are in progress, there is a mutual atmosphere between all concerned that enables the purposes of these programs to be accomplished. This is the case from the individual classroom to an assembly for the entire student body.

(b) Weaknesses

The greatest need for school staff and and administration at this time is an increase in supervision. This would provide a better setting for classroom visitation. Areas of and methods of improvement would be identified as a joint venture of teacher and supervisor. The process of evaluations would become more thorough and provide more data for directions of improvement as well as information for present and future decisions.

(c) Recommendation

In-service programs would be most beneficial to improve weaker areas. This would give individuals a basis and method for improvement. It would also be most beneficial for groups as well, for the interaction in groups would strengthen and broaden the understanding for the entire group.

(29) Emerging and Unique Programs

(a) Strengths

. Consistent discipline model which requires students to become more responsible for their behavior.

. Excellent communication and support from regular school program and parents.

. Highly competent and involved staff.

. Small size allows for more personal involvement.

. The staff is consistent, fair, works well together, and cares about the students.

(b) Weaknesses

. Limited staff.

. Cannot graduate students, expand curriculum.

. No extracurricular activities.

. Need better facility. Not enough privacy or space for students on breaks.

. Need more teacher preparation time.

(c) Recommendations

. Expand curriculum program to allow graduation or mainstream students in courses at Pine Bluff High School.

. Own our own facilities.

. Provide more preparation time.

. Increase staff.

. Full-time principal/supervisor.

. Test students before entering.

. More parent involvement.

(30) Prescription Learning Corporation

(a) Strengths

. The staff is well qualified.

. Each classroom is provided with excellent equipment and learning materials utilizing a variety of approaches to remediate deficiencies.

. Student attitudes appear to be positive. Discipline problems are minimal.

. Progress is indicated in the remediation of students through posttesting evaluation data. September, 1978, pretesting and February, 1979, posttesting indicated a two-year grade equivalent growth for a majority of the enrolled students in the program.

. Small teacher/student ratios lend well to a remedial environment.

. Frequent in-service of staff members increases teaching quality.

(b) Weaknesses

- Even though the students have shown improvements, they have not reached an adequate level of reading competency to become effective social and vocational readers in their content area classrooms.

- Background information concerning the student's previous reading experiences in the public school is not available to the secondary reading teachers. Accumulated recommendations from previous reading instructor and individual testing information is not registered on the students' cumulative folders in the secondary counselor's office.

- All testing of the reading population at the secondary level is "group" testing. No individual assessment is done to identify enrollment candidates. Thus, some students needing special services rather than remedial reading classes are neglected.

- Staff conference periods are not simultaneous.

- Coordination of classroom curriculum is not consistent.

(c) Recommendations

- Increase cooperation and interaction between reading staff and content-area teaching staff to produce a curriculum renovation which might lend itself to more successful student achievement.

- Employ an administrative coordinator, a reading consultant in the district administrative offices, institute and enforce a continuous progress report on students who participate in the public school reading program, grades kindergarten through twelve.

- Give reading specialists an opportunity for input in selection of the reading room clientele once the initial population has been identified through the California Reading Test measure. Individual testing could be administered to

those students whose enrollment in the remedial program is questioned.

. Provide increased coordination of the reading curriculum by giving the teacher simultaneous planning periods. Initiate team-teaching interaction to make possible a more satisfactory grouping of teacher-directed student groups.

. Use simultaneous conference periods to coordinate instructional activities of the reading classes.

(31) Military Science

(a) Strengths

. It instills a sense of responsibility and self-discipline and emphasizes getting along better with fellow students and being able to work in a group. Having self-discipline results in the cadet's eliminating "peer pressure" as to wearing of the ROTC uniform and regimentation.

. The vast majority of students who have taken three years of AFJROTC program are more mentally and emotionally developed, have increased self-confidence and greater respect for authority, and demonstrate more concern for community relationships.

. On file are numerous letters of appreciation for the participation of the AFJROTC cadets in various community activities and duties rendered.

. For the average student who completes a three-year tenure and decides to enter a military service, a three-pay grade advancement is granted over an individual who did not take a three-year AFJROTC course.

. For the above-average students who desire to seek higher education, their chances for an appointment to any of the military academies are much higher, plus the better chance of selection for a ROTC scholarship at the university of his/her choice.

(b) Weaknesses

. The one glaring weakness that seems to be prevalent throughout the entire program is the obvious lack of student participation, especially by above-average students.

. There is a need for more federal funds for field trips.

(c) Recommendations

. With approval of principals at the senior high and two junior high schools, publicize the program in the following ways:

. Drill team presentations.
. Briefings on the advantages of enrolling in AFJROTC.
. Displays and presentations of model rocketry and launchings.
. Encourage counselors at junior highs and senior high schools to be more vigorous in making high achievers and academic-minded students aware of scholarship opportunities and the two-pay grade increase for the individual who desires to enter military service.

. Continue to seek a larger allocation of federal funds to provide more field trips.

B. Needs Data by Institutions of Higher Education (IHE)

1. University of Arkansas at Fayetteville

A survey was developed and administered to the faculty and students who were education majors at both the University of Arkansas at Fayetteville and the University of Arkansas at Pine Bluff campuses. The responses were analyzed in the same manner as those of the LEA staff and parents. A priority of needs, as indicated by the faculty and students, was compiled and is presented as follows:

a. Faculty Survey Data—UAF (Table XIX)

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Instruction, UAF Faculty		
1	6	Emphasis to planning to meet individual needs.
2	8	Emphasis to strategies in classroom management to facilitate individualized instruction.
3	9	Maintain positive human relations with learners.
4	10	Emphasis to specific instructional skills to make more effective and efficient instruction.
5	2	Emphasis on the teaching of reading.
6	3	Earlier experiences in the schools.
7	7	Selection and use of appropriate materials.
8	13	Instruction in higher levels of thinking skills.
9.5	4	Emphasis to observational techniques and other test materials.
9.5	12	Use of the results of other specialists.
11	1	Use diagnostic-prescriptive strategies for preservice teachers.
12.5	5	Mastery of content in teaching field.
12.5	11	Applying principles of test construction.
Classroom Learning Climate, UAF Faculty		
1	7	Emphasis to providing instruction at appropriate level of difficulty.
2	11	Emphasis to principles of behavior management.
3	8	Making learning relevant.
4	4	Applying problem-solving and decision-making skills.
5	10	Selecting and using instructional materials.
6.5	1	Maintain positive interpersonal communication skills.
6.5	6	Recognize and handle stress constructively.
8.5	2	Oral communication skills in group processes.
8.5	3	Personal evaluation skills.
10	9	Differentiating instruction based on needs and interests.
11	5	Apply conflict resolution skills.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Multicultural Education, UAF Faculty		
1	13	Distribute resources, power, and prestige equitably among cultural and social groups.
2	11	Appreciation of cultural and racial differences.
3	4	Recognize and value different learning styles, vocational goals, and life purposes.
4	8	Sensitive to use of appropriate teaching methods while instructing students of different cultural heritages.
5	7	Avoid devaluing the cultural or racial heritage of any student.
7	6	Insist upon behavior which is neither antisocial nor hostile to any group.
7	9	Instruction places high priority upon building a sense of personal worth in each student.
7	10	Instruction serves the needs and aspirations of each cultural group.
9	5	Help students learn social behavior within the framework of diverse cultural backgrounds.
10.5	14	Accept and build upon divergent language patterns.
10.5	15	Adapt instructional technique to the needs of students with divergent dialects.
12	3	Identify and interpret measuring instruments and materials which contain bias toward racial groups.
13	12	Provide opportunities to express, celebrate, and maintain cultural and racial differences.
14	2	Adapt instruction to recognize diversity of students.
15	1	Understanding of the implications of multicultural education.
Exceptional Child, UAF Faculty		
1	9	Using appropriate instructional skill to meet the needs of all children.
2	10	Using principles of motivation, retention, and reinforcement to facilitate learning.
3	1	Identifying the characteristics of the handicapped and gifted and talented learners.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
5	2	Selecting appropriate learner objectives.
5	4	Selecting instructional materials for exceptional learners.
5	6	Communicating with exceptional learners.
7	3	Planning and implementing individualized programs for exceptional learners.
8	5	Planning and implementing classroom management programs for exceptional students.
9	7	Communicating with parents of exceptional students.
10	8	Interpreting diagnostic test in terms of exceptional learner needs.

b. Student Survey Data—UAF (Table XX)

The priority rank of needs as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Instruction, UAF Education Majors		
1	6	Planning instruction to meet individual needs.
2	8	Establish and maintain human relations.
3.5	5	Mastery of content.
3.5	7	Classroom management to facilitate more individualized instruction.
5	9	Skills which will ensure more effective and efficient instruction.
6.5	1	Faculty employs diagnostic-prescriptive instruction in my classes.
6.5	3	Gaining early experience in schools as a part of training.
8.5	10	Applying principles of test construction.
8.5	12	Providing instruction at higher levels of thinking skills.
10	4	Experience in scoring and interpreting norm-referenced and criterion-referenced tests.
11	11	Using specialists to assist in the diagnosis of and prescriptions for individual learners.
12	2	How to teach reading to all grade levels.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Classroom Learning Climate, UAF Education Majors		
1	8	Emphasis on making learning more relevant.
2	10	Selecting and using instructional materials.
3	1	Maintain positive interpersonal communication skills.
4	12	Including relevant learning activities.
5	11	Application of principles of behavior management.
6	7	Providing instruction at the correct level of difficulty.
7	9	Differentiation of instruction based on needs.
8	3	Personal evaluation skills.
9.5	2	Emphasis on oral communication.
9.5	4	Applying problem-solving and decision-making skills.
11.5	5	Applying conflict resolution skills.
11.5	6	Recognize and handle stress constructively.
Multicultural Education, UAF Education Majors		
1	9	Building a sense of personal worth in each student.
2	4	Value different learning styles, different vocational goals, and different life purposes.
3.5	11	Improve appreciation of cultural and racial differences.
3.5	12	Opportunities to express, celebrate, and maintain cultural and racial differences.
5.5	6	Insist upon behavior which is neither antisocial nor hostile to any group.
5.5	8	Be aware of appropriate teaching methods.
8	5	Learn social behavior within framework of diverse cultural backgrounds.
8	7	Avoid devaluing or expunging the cultural or racial heritage.
8	14	Accept students' divergent patterns of language.
10	10	Ensure that instruction serves the needs and aspirations of each cultural group.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
11	13	Distribute resources, power, and prestige equitably among the school's cultural and social groups.
12.5	1	Understanding of the implications of multicultural education.
12.5	2	Recognize a significant diversity of students from different cultural groups.
14	15	Adapt instructional technique to the needs of students with divergent dialects.
15	3	Identify, determine, and interpret measuring instruments and materials which are biased toward racial groups.

Exceptional Child, UAF Education Majors

1	2	Selecting appropriate learner objectives at the correct level of difficulty.
3	1	Identifying characteristics of handicapped, gifted, and talented.
3	4	Selecting and using appropriate instructional materials.
3	10	Using principles of motivation, retention, and reinforcement.
5	3	Planning and implementing individualized programs for exceptional learners.
6.5	5	Planning and implementing classroom management.
6.5	9	Selecting and using appropriate instructional skills.
8	7	Communicating with parents.
9	6	Communicating with learners.
10	8	Interpreting diagnostic test.

TABLE XIX

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS
AT THE UNIVERSITY OF ARKANSAS AT FAYETTEVILLE
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 53	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
As a University faculty member, I believe our Teacher Education Program should be improved. In order to improve our program, I should give:												
Diagnostic-Prescriptive Instruction												
1. More emphasis to diagnostic-prescriptive strategies in my own instruction to preservice teachers.	1	2	7	13	15	28	23	43	7	13	56	11
2. Greater emphasis to how to teach reading at all grade levels.	0	0	7	13	5	9	24	45	17	32	77	5
3. Earlier experiences in the schools as part of the teacher training program.	4	8	10	19	4	8	13	25	22	42	67	6
4. More emphasis to observational techniques, administering, scoring and interpreting norm-referenced tests to assess readiness and ongoing achievement in skill and content areas.	1	2	12	23	10	19	19	36	11	21	57	9.5
5. More emphasis to mastery of content in teaching field.	1	2	17	32	2	13	11	21	17	32	53	12.5
6. More emphasis to planning instruction to meet individual needs of learners.	0	0	3	6	3	6	32	60	15	28	88	1

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TABLE XIX
(Continued)

TOTAL NUMBER = 53 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. More emphasis to selection of appropriate materials and appropriate use of these in the classroom.	0	0	10	19	8	15	26	49	9	17	66	7
8. More emphasis to strategies which may be applied in classroom management to facilitate more individualized instruction.	0	0	2	4	6	11	32	60	13	25	85	2
9. More emphasis to how to establish and maintain positive human relations with learners.	1	2	3	6	6	11	27	51	16	30	81	3
10. More emphasis to specific instructional skills which will ensure more effective and efficient instruction.	0	0	4	8	7	13	28	53	14	26	79	4
11. More emphasis to applying principles of test construction to measure specific learnings.	0	0	9	17	16	30	20	38	8	15	53	12.5
12. More emphasis to using the results of other specialists to assist in the diagnosis and prescription for individual learners.	3	6	8	15	12	23	21	40	9	17	57	9.5
13. More emphasis to providing instruction at higher levels of thinking skills and how to vary the level of abstraction each level of complexity.	2	4	6	11	14	26	20	38	11	21	59	8
Classroom Learning Climate												
As a University faculty member, I believe our Teacher Education Program												

TABLE XIX
(Continued)

TOTAL NUMBER = 53 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
should be improved. In order to improve our program, I should give:												
1. More specific instruction on how to establish and maintain more positive interpersonal communication skills.	0	0	6	11	8	15	26	49	13	25	74	6.5
2. More emphasis to oral communication skills in group processes.	1	2	5	9	11	21	24	45	12	23	68	8.5
3. More emphasis to personal evaluation skills.	2	4	4	8	11	21	28	53	8	15	68	8.5
4. More emphasis to applying problem-solving and decision-making skills.	2	4	4	8	7	13	28	53	12	23	76	4
5. More emphasis to how to apply conflict resolution skills.	2	4	3	6	17	32	23	43	8	15	58	11
6. More emphasis to how to recognize and handle stress constructively.	2	4	2	4	10	19	26	49	13	25	74	6.5
7. More emphasis to how to provide instruction at the appropriate level of difficulty for every learner.	0	0	7	13	4	8	24	45	18	34	89	1
8. More emphasis to making learning more relevant to each learner.	2	4	6	11	4	8	30	57	11	21	78	3
9. More emphasis to differentiating instruction based on needs and interest of individual and groups of learners.	3	6	6	11	10	19	25	47	9	17	64	10

TABLE XIX
(Continued)

TOTAL NUMBER = 53 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. More emphasis to selecting and using instructional materials which will enhance individual learning and elicit more positive learner response.	1	2	5	9	7	13	26	49	14	26	75	5
11. More emphasis to the practical application of the principles of behavior management (motivation, reinforcement, transfer, etc.).	3	6	6	11	6	11	23	43	15	28	81	2
Multicultural Education												
As a University faculty member, I believe that our Teacher Education Program should be improved. In order to improve our program, I need to improve my skills and practices in:												
1. An understanding of the implications of multicultural education and how it relates to the classroom teacher.	2	4	13	25	13	25	15	28	10	19	47	15
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	2	4	11	21	14	26	19	36	7	13	49	14
3. How to identify, determine, and interpret measuring instruments and materials which contain bias toward socioeconomic, cultural, and racial groups.	3	6	10	19	10	19	21	40	9	17	57	12

TABLE XIX
(Continued)

TOTAL NUMBER = 53	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
4. How to recognize and value different learning styles, different vocational goals, and different life purposes and incorporate the strengths of these into my teaching.	0	0	7	13	9	17	28	53	9	17	70	3
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	1	2	11	21	8	15	26	49	7	13	62	9
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	2	4	11	21	5	9	24	45	11	21	66	7
7. How to avoid and teach students to avoid devaluing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	1	2	10	19	7	13	22	42	13	25	67	5
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	2	4	8	15	7	13	26	49	10	19	68	4
9. How to ensure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual and as a member of a distinct cultural/racial group.	1	2	9	17	8	15	19	36	16	30	66	7
10. How to ensure that the instruction serves the needs and												

~~TABLE XVI~~
(Continued)

TOTAL NUMBER = 53	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
aspirations of each cultural and racial group within one school without violating the integrity of any other group.	1	2	7	13	10	19	28	53	7	13	66	7
11. How to improve all students' learning and appreciation of cultural and racial differences.	0	0	7	13	7	13	28	53	11	21	74	2
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	3	6	13	25	9	17	21	40	7	13	53	13
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	2	4	14	26	16	30	14	26	26	49	25	1
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	1	2	10	19	10	19	24	45	8	15	60	10.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	3	6	9	17	9	17	23	43	9	17	60	10.5
Exceptional Child												
As a University faculty member, I believe our Teacher Education Program should be improved. I need to improve my skills and practices in the following areas:												

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TABLE XIX
(Continued)

TOTAL NUMBER = 53	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
1. Identifying the characteristics of handicapped and gifted and talented learners.	1	2	6	11	8	15	26	49	12	23	72	3
2. Selecting appropriate learner objective at the correct level of difficulty for exceptional learners.	2	4	9	17	8	15	25	47	9	17	64	5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	2	4	8	15	10	19	24	45	9	17	62	7
4. Selecting and using appropriate instructional materials for exceptional learners.	1	2	8	15	10	19	23	43	11	21	64	5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	1	2	8	15	12	23	24	45	8	15	60	8
6. Communicating more effectively with exceptional learners.	1	2	10	19	8	15	26	49	8	15	64	5
7. Communicating more effectively with parents of exceptional students.	1	2	12	23	9	17	26	49	5	9	58	9
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	0	0	9	17	14	26	22	42	8	15	57	10
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	1	2	9	17	4	8	27	51	12	23	74	1

TABLE XIX
(Continued)

TOTAL NUMBER = 53 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	1	2	8	15	5	9	24	45	15	28	73	2

TABLE XX

NUMBER AND PERCENT OF RESPONSES MADE BY EDUCATION MAJORS
AT THE UNIVERSITY OF ARKANSAS AT FAYETTEVILLE
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
Diagnostic-Prescriptive Instruction												
1. University faculty employs diagnostic-prescriptive instruction in my class work.	1	1	13	18	17	24	39	54	2	3	57	6.5
2. How to teach reading at all grade levels.	7	10	22	31	13	18	29	40	1	1	41	12
3. Gaining early experiences in the schools as part of my training.	5	7	12	17	14	19	36	50	5	7	57	6.5
4. Experiences in observational techniques, administering, scoring, and interpreting norm-referenced and criterion-referenced tests to assess readiness and ongoing achievement in reading.	5	7	15	21	18	25	32	44	2	3	47	10
5. Emphasis on mastery of content in teaching field.	2	3	12	17	12	17	39	54	7	10	64	3.5
6. Emphasis on planning instruction to meet individual needs of learners.	1	1	11	15	7	10	40	56	13	18	24	1

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TABLE XX
(Continued)

TOTAL NUMBER = 72 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
7. Emphasis on strategies which may be applied in classroom management to facilitate more individualized instruction.	1	1	10	14	15	21	39	54	7	10	64	3.5
8. Emphasis on how to establish and maintain human relations with learners.	0	0	11	15	11	15	42	58	8	11	69	2
9. Emphasis on specific instructional skills which will ensure more effective and efficient instruction.	0	0	17	24	13	18	36	50	6	8	58	5
10. Emphasis on applying principles of test construction to measure specific learnings.	3	4	18	25	15	21	33	46	3	4	50	8.5
11. Emphasis on using the results of other specialists to assist in the diagnosis of and prescriptions for individual learners.	0	0	17	24	23	32	30	42	2	3	45	11
12. Emphasis on providing instruction at higher levels of thinking skills and how to vary the level of difficulty at each level of complexity.	3	4	14	19	19	26	28	39	8	11	50	8.5
Classroom Learning Climate												
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
1. Specific instruction on how to establish and maintain more												

TABLE XX
(Continued)

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
positive interpersonal communication skills.	1	1	8	11	12	17	44	61	7	10	71	3
2. Emphasis on oral communication skills in group processes.	0	0	15	21	15	21	40	56	2	3	59	9.5
3. Emphasis in personal evaluation skills.	1	1	10	14	16	22	44	61	1	1	62	8
4. Emphasis on applying problem-solving and decision-making skills.	1	1	13	18	16	22	35	49	7	10	59	9.5
5. Emphasis on how to apply conflict resolution skills.	3	4	17	24	28	39	24	33	0	0	33	11.5
6. Emphasis on how to recognize and handle stress constructively.	5	7	22	31	21	29	24	33	0	0	33	11.5
7. Emphasis on providing instruction at the correct level of difficulty for every learner.	1	1	10	14	12	17	46	64	3	4	68	6
8. Emphasis on making learning more relevant to each learner.	1	1	7	10	10	14	45	63	9	13	76	1
9. Emphasis on differientation of instruction based on needs and interest of individual and groups of learners.	1	1	6	8	9	26	40	56	6	8	64	7
10. Emphasis on selecting and using instructional materials which enhance individual learning and elicit a more positive learner response.	0	0	7	10	12	17	46	64	7	10	74	2

TABLE XX
(Continued)

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
11. Emphasis on the practical application of the principles of behavior management (motivation, reinforcement, transfer, etc.).	1	1	6	8	15	21	47	65	3	4	69	5
12. Emphasis on including relevant learning activities in each instructional segment.	0	0	11	15	11	15	41	57	9	13	70	4
Multicultural Education												
As an education major, I feel my needs as a future teacher are being met in the following areas:												
1. Understanding of the implications of multicultural education and how it relates to the classroom teacher.	2	3	23	32	24	33	20	28	3	4	32	12.5
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	3	4	25	35	21	29	21	29	2	3	32	12.5
3. How to identify, determine, and interpret measuring instruments and materials which are biased toward socioeconomic, cultural, or racial groups.	3	4	25	35	26	36	16	22	2	3	25	15
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	2	3	15	21	19	26	33	46	3	4	50	2

TABLE XX
(Continued)

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	3	4	20	28	21	29	26	36	2	3	39	8
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	2	3	20	28	19	26	30	42	1	1	43	5.5
7. How to avoid and teach students to avoid devaluing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	3	4	19	26	22	31	24	33	4	6	39	8
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	2	3	17	24	22	31	26	36	5	7	43	5.5
9. How to ensure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual and as a member of a distinct cultural/racial group.	0	0	7	10	24	33	33	46	8	11	57	1
10. How to ensure that the instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	1	1	20	28	24	33	26	36	1	1	37	10

TABLE XX
(Continued)

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
11. How to improve all students' learning and appreciation of cultural and racial differences.	0	0	14	19	25	35	30	42	3	4	46	3.5
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	0	0	18	25	21	29	33	46	0	0	46	3.5
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	0	0	23	32	24	33	23	32	2	3	35	11
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	3	4	19	26	22	31	25	35	3	4	39	8
15. How to adapt instructional technique to the needs of students with divergent dialects.	5	7	28	39	19	26	18	25	2	3	28	14
Exceptional Child												
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
1. Identifying the characteristics of handicapped, gifted, and talented learners.	6	8	21	29	17	24	27	38	1	1	39	3
2. Selecting appropriate learner objectives at the correct level												

TABLE XX
(Continued)

TOTAL NUMBER = 72	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
of difficulty for exceptional learners.	4	6	20	28	18	25	30	42	0	0	42	1
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	6	8	19	26	21	29	20	28	6	8	36	5
4. Selecting and using appropriate instructional materials for exceptional learners.	7	10	19	26	20	28	24	33	2	3	39	3
5. Planning and implementing classroom management programs to enhance the learning of exceptional learners.	9	13	21	29	18	25	21	29	3	4	33	6.5
6. Communicating more effectively with exceptional learners.	8	11	25	35	18	25	18	25	3	4	29	9
7. Communicating more effectively with parents of exceptional learners.	8	11	22	31	19	26	23	32	0	0	32	8
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	8	11	25	35	23	32	14	19	2	3	22	10
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional learners.	7	10	21	29	20	28	21	29	3	4	33	6.5
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional learners.	7	10	13	18	24	33	25	35	3	4	39	3

2. University of Arkansas at Pine Bluff

a. Faculty Survey Data—UAPB (Table XXI)

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Instruction, UAPB Faculty		
1	6	Emphasis to planning to meet individual needs.
3.5	4	Emphasis to observational techniques and other.
3.5	5	Mastery of content in teaching field.
3.5	9	Maintain positive human relations with learners.
3.5	11	Applying principles of test construction.
6	10	Emphasis to specific instructional skills to make more effective and efficient instruction.
8.5	3	Earlier experiences in the schools.
8.5	7	Selection and use of appropriate materials.
8.5	8	Emphasis to strategies in classroom management to facilitate individualized instruction.
10.5	2	Emphasis on the teaching of reading.
10.5	12	Use of the results of other specialists.
12.5	1	Use diagnostic-prescriptive strategies for preservice teachers.
12.5	13	Instruction in higher levels of thinking skills.
Classroom Learning Climate, UAPB Faculty		
1	11	Emphasis to principles of behavior management.
2.5	9	Differentiating instruction based on needs and interest.
2.5	4	Applying problem-solving and decision-making skills.
4.5	6	Recognize and handle stress constructively.
4.5	7	Emphasis to providing instruction at appropriate level of difficulty.
6	5	Apply conflict resolution skills.
7.5	2	Oral communication skills in group processes.
7.5	8	Making learning relevant.
9.5	1	Maintain positive interpersonal communication skills.
9.5	3	Personal evaluation skills.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
11	10	Selecting and using instructional materials.
Multicultural Education, UAPB Faculty		
1.5	11	Appreciation of cultural and racial differences.
1.5	8	Sensitive to use of appropriate teaching methods while instructing students of different cultural heritage.
4.5	5	Help students learn social behavior within the framework of diverse cultural backgrounds.
4.5	7	Avoid devaluing the cultural or racial heritage of any student.
4.5	9	Instruction places high priority upon building a sense of personal worth in each student.
4.5	10	Instruction serves the needs and aspirations of each cultural group.
4.5	14	Accept and build upon divergent language patterns.
9.5	2	Adapt instruction to recognize diversity of students.
9.5	3	Identify and interpret measuring instruments and materials which contain bias toward racial groups.
9.5	4	Recognize and value different learning styles, vocational goals, and life purposes.
9.5	15	Adapt instructional technique to the needs of students with divergent dialects.
12.5	1	Understanding of the implications of multicultural education.
12.5	13	Distribute resources, power, and prestige equitably among cultural and racial groups.
14	6	Insist upon behavior which is neither antisocial nor hostile to any group.
15	12	Provide opportunities to express, celebrate, and maintain cultural and racial differences.
Exceptional Child, UAPB Faculty		
1.5	10	Using principles of motivation, retention, and reinforcement with all students.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
1.5	9	Using appropriate instructional skills to meet the needs of all children.
3	8	Interpreting diagnostic test in terms of exceptional learner needs.
4.5	2	Selecting appropriate learner objectives.
4.5	4	Selecting instructional materials for exceptional children.
6.5	1	Identifying the characteristics of handicapped and gifted and talented learners.
6.5	3	Planning and implementing individualized programs for exceptional learners.
8.5	6	Communicating with exceptional learners.
8.5	7	Communicating with parents of exceptional students.
10	5	Planning and implementing classroom management programs for exceptional students.

b. Student Survey Data—UAPB (Table XXII)

The priority rank of needs as indicated by item number and area of concern is as follows:

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
Diagnostic-Prescriptive Instruction, UAPB Education Majors		
1	3	Gaining early experience in schools as a part of training.
2	6	Planning instruction to meet individual needs.
3.5	5	Mastery of content.
3.5	8	Establish and maintain human relations.
5	7	Classroom management to facilitate more individualized instruction.
6	2	How to teach reading to all grade levels.
7	9	Skills which will ensure more effective and efficient instruction.
8	10	Applying principles of test construction.
9	1	Faculty employs diagnostic-prescriptive instruction in my classes.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
10	12	Providing instruction at higher levels of thinking skills.
11	4	Experiences in scoring and interpreting norm-referenced and criterion-referenced tests.
12	11	Using specialists to assist in the diagnosis of and prescription for individual learners.

Classroom Learning Climate, UAPB Education Majors

1	2	Emphasis on oral communication.
2	1	Maintain positive interpersonal communication skills.
4.5	3	Personal evaluation skills.
4.5	7	Providing instruction at the correct level of difficulty.
4.5	10	Selecting and using instructional materials.
4.5	11	Application of principles of behavior management.
7	4	Applying problem-solving and decision-making skills.
8	12	Including relevant learning activities.
9	9	Differentiation of instruction based on needs.
10	8	Emphasis on making learning more relevant.
11	5	Applying conflict resolution skills.
12	6	Recognize and handle stress constructively.

Multicultural Education, UAPB Education Majors

1	1	Understanding of the implications of multicultural education.
2	11	Improve appreciation of cultural and racial differences.
4	5	Learn social behavior within framework of diverse cultural backgrounds.
4	9	Building a sense of personal worth in each student.
4	10	Ensure that instruction serves the needs and aspirations of each cultural and racial group.
6	8	Be aware of appropriate teaching methods.
7	6	Insist upon behavior which is neither antisocial nor hostile to any group.
8.5	2	Recognize a significant diversity of students from different cultural and racial groups.

PRIORITY RANK	ITEM NO.	AREA OF CONCERN
8.5	4	Value different learning styles, different vocational goals, and different life purposes.
10	12	Opportunities to express, celebrate, and maintain cultural and racial differences.
11	14	Accept students' divergent patterns of language.
12.5	3	Identify, determine, and interpret measuring instruments and materials which are biased toward socioeconomic, cultural, and racial groups.
12.5	15	Adapt instructional technique to the needs of students with divergent dialects.
14	7	Avoid devaluing or expunging the cultural or racial heritages.
15	13	Distribute resources, power, and prestige equitably among the schools' cultural and social groups.

Exceptional Child, UAPB Education Majors

1	1	Identifying characteristics of handicapped, gifted, and talented.
2.5	2	Selecting appropriate learner objectives at the correct level of difficulty.
2.5	3	Planning and implementing individualized programs for exceptional learners.
4	6	Communicating with learners.
5.5	5	Planning and implementing classroom management.
5.5	4	Selecting and using appropriate instructional materials.
7	9	Selecting and using appropriate instructional skills.
8	10	Using principles of motivation, retention, and reinforcement.
9	7	Communicating with parents.
10	8	Interpreting diagnostic tests.

TABLE XXI

NUMBER AND PERCENT OF RESPONSES MADE BY FACULTY MEMBERS
OF THE UNIVERSITY OF ARKANSAS AT PINE BLUFF
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
As a University faculty member, I believe our Teacher Education Program should be improved. In order to improve our program, I should give:												
Diagnostic-Prescriptive Instruction												
1. More emphasis to diagnostic-prescriptive strategies in my own instruction to preservice teachers.	0	0	0	0	9	28	14	44	9	28	72	12.5
2. Greater emphasis to how to teach reading at all grade levels.	0	0	5	16	3	9	9	28	15	47	75	10.5
3. Earlier experiences in the schools as part of the teacher training program.	1	3	2	6	2	6	10	31	17	53	84	8.5
4. More emphasis to observational techniques, administering, scoring and interpreting norm-referenced tests to assess readiness and ongoing achievement in skill and content areas.	0	0	2	6	1	3	18	56	11	34	90	3.5
5. More emphasis to mastery of content in teaching field.	0	0	1	3	2	6	14	44	15	47	90	3.5
6. More emphasis to planning instruction to meet individual needs of learners.	0	0	1	3	1	3	11	34	19	59	93	1

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
7. More emphasis to selection of appropriate materials and appropriate use of these in the classroom.	0	0	3	9	2	6	15	47	12	38	84	8.5
8. More emphasis to strategies which may be applied in classroom management to facilitate more individualized instruction.	0	0	1	3	4	13	12	38	15	47	84	8.5
9. More emphasis to how to establish and maintain positive human relations with learners.	0	0	2	6	1	3	15	47	14	44	90	3.5
10. More emphasis to specific instructional skills which will ensure more effective and efficient instruction.	0	0	2	6	2	6	8	25	20	63	88	6
11. More emphasis to applying principles of test construction to measure specific learnings.	0	0	2	6	1	3	15	47	14	44	90	3.5
12. More emphasis to using the results of other specialists to assist in the diagnosis and prescription for individual learners.	0	0	1	3	7	22	19	59	5	16	75	10.5
13. More emphasis to providing instruction at higher levels of thinking skills and how to vary the level of abstraction each level of complexity.	0	0	3	9	6	19	12	38	11	34	72	12.5
Classroom Learning Climate												
As a University faculty member, I believe our Teacher Education Program												

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
should be improved. In order to improve our program, I should give:												
1. More specific instruction on how to establish and maintain more positive interpersonal communication skills.	0	0	2	6	0	0	17	53	13	41	94	4.5
2. More emphasis to oral communication skills in group processes.	0	0	0	0	0	0	13	41	19	59	100	1
3. More emphasis to personal evaluation skills.	0	0	1	3	3	9	18	56	10	31	88	7.5
4. More emphasis to applying problem-solving and decision-making skills.	0	0	0	0	1	3	18	56	13	41	97	2.5
5. More emphasis to how to apply conflict resolution skills.	0	0	2	6	6	19	17	53	7	22	75	11
6. More emphasis to how to recognize and handle stress constructively.	0	0	1	3	5	16	18	56	8	25	81	9.5
7. More emphasis to how to provide instruction at the appropriate level of difficulty for every learner.	1	3	0	0	1	3	16	50	14	44	94	4.5
8. More emphasis to making learning more relevant to each learner.	0	0	3	9	1	3	10	31	18	56	88	7.5
9. More emphasis to differentiating instruction based on needs and interest of individual and groups of learners.	0	0	2	6	4	13	12	38	14	44	81	9.5

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
10. More emphasis to selecting and using instructional materials which will enhance individual learning and elicit more positive learner response.	0	0	1	3	0	0	12	38	19	59	97	2.5
11. More emphasis to the practical application of the principles of behavior management (motivation, reinforcement, transfer, etc.).	0	0	1	3	2	6	13	41	16	50	90	6
Multicultural Education												
As a University faculty member, I believe that our Teacher Education Program should be improved. In order to improve our program, I need to improve my skills and practices in:												
1. An understanding of the implications of multicultural education and how it relates to the classroom teacher.	2	6	3	9	1	3	22	69	4	13	82	12.5
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	1	3	3	9	1	3	12	38	15	47	85	9.5
3. How to identify, determine, and interpret measuring instruments and materials which contain bias toward socioeconomic, cultural, and racial groups.	0	0	2	6	3	9	14	44	13	41	85	9.5

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
4. How to recognize and value different learning styles, different vocational goals, and different life purposes and incorporate the strengths of these into my teaching.	1	3	2	6	2	6	17	53	10	31	85	9.5
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	0	0	2	6	2	6	18	56	10	31	87	4.5
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	1	3	4	13	2	6	13	41	12	38	79	14
7. How to avoid and teach students to avoid devaluing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	1	3	1	3	2	6	20	63	8	25	87	4.5
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	2	6	0	0	1	3	15	47	14	44	91	1.5
9. How to ensure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual and as a member of a distinct cultural/racial group.	0	0	3	9	1	3	13	41	15	47	87	4.5
10. How to ensure that the instruction serves the needs and												

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
aspirations of each cultural and racial group within one school without violating the integrity of any other group.	1	3	1	3	2	6	18	56	10	31	87	4.5
11. How to improve all students' learning and appreciation of cultural and racial differences.	1	3	0	0	2	6	15	47	14	44	91	1.5
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	0	0	3	9	4	13	18	56	7	22	78	15
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	0	0	3	9	3	9	18	56	8	25	82	12.5
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	0	0	2	6	2	6	15	47	15	41	87	4.5
15. How to adapt instructional techniques to the needs of students with divergent dialects.	1	3	3	9	1	3	14	44	13	41	85	9.5
Exceptional Child												
As a University faculty member, I believe our Teacher Education Program should be improved. I need to improve my skills and practices in the following areas:												

TABLE XXI
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
1. Identifying the characteristics of handicapped and gifted and talented learners.	0	0	5	16	2	6	13	41	12	38	79	6.5
2. Selecting appropriate learner objective at the correct level of difficulty for exceptional learners.	0	0	4	13	2	6	18	56	8	25	82	4.5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	1	3	4	13	2	6	14	44	11	34	79	6.5
4. Selecting and using appropriate instructional materials for exceptional learners.	0	0	3	9	3	9	13	41	13	41	82	4.5
5. Planning and implementing classroom management programs to enhance the learning of exceptional students.	1	3	6	19	2	6	12	38	11	34	72	10
6. Communicating more effectively with exceptional learners.	1	3	3	9	4	13	11	34	13	41	75	8.5
7. Communicating more effectively with parents of exceptional students.	2	6	2	6	4	13	13	41	11	34	75	8.5
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	0	0	1	3	4	13	17	53	10	31	85	3
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional.	0	0	0	0	4	13	16	50	12	38	88	1.5

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TABLE XIX
(Continued)

TOTAL NUMBER = 32	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional.	0	0	3	9	1	3	16	50	12	38	88	1.5

TABLE XXII

NUMBER AND PERCENT OF RESPONSES MADE BY EDUCATION MAJORS
AT THE UNIVERSITY OF ARKANSAS AT PINE BLUFF
ON A TEACHER CORPS NEEDS SURVEY

TOTAL NUMBER = 95	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	RANK
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
Diagnostic-Prescriptive Instruction												
1. University faculty employs diagnostic-prescriptive instruction in my class work.	1	1	7	7	23	25	57	60	7	7	67	9
2. How to teach reading at all grade levels.	0	0	7	7	17	18	64	68	7	7	75	6
3. Gaining early experiences in the schools as part of my training.	1	1	5	5	8	8	68	72	13	14	86	1
4. Experiences in observational techniques, administering, scoring, and interpreting norm-referenced and criterion-referenced tests to assess readiness and ongoing achievement in reading.	1	1	8	8	27	29	51	54	8	8	62	11
5. Emphasis on mastery of content in teaching field.	1	1	4	4	14	15	67	71	9	9	80	3.5
6. Emphasis on planning instruction to meet individual needs of learners.	1	1	5	5	9	9	57	60	23	25	85	2

TABLE XXII
(Continued)

TOTAL NUMBER = 95	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
7. Emphasis on strategies which may be applied in classroom management to facilitate more individualized instruction.	1	1	4	4	18	19	58	61	14	15	76	5
8. Emphasis on how to establish and maintain human relations with learners.	1	1	2	2	16	17	58	61	18	19	80	3.5
9. Emphasis on specific instructional skills which will ensure more effective and efficient instruction.	2	2	5	5	19	20	56	59	13	14	73	7
10. Emphasis on applying principles of test construction to measure specific learnings.	2	2	8	8	19	20	54	57	12	13	70	8
11. Emphasis on using the results of other specialists to assist in the diagnosis of and prescriptions for individual learners.	2	2	12	13	25	26	52	55	4	4	59	12
12. Emphasis on providing instruction at higher levels of thinking skills and how to vary the level of difficulty at each level of complexity.	1	1	7	7	27	29	53	56	7	7	63	10
Classroom Learning Climate												
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
1. Specific instruction on how to establish and maintain more												

TABLE XXII
(Continued)

TOTAL NUMBER = 95	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
positive interpersonal communication skills.	1	1	9	9	11	12	61	64	13	14	78	2
2. Emphasis on oral communication skills in group processes.	2	2	4	4	9	9	64	68	16	17	85	1
3. Emphasis in personal evaluation skills.	2	2	8	8	15	17	63	66	7	7	73	4.5
4. Emphasis on applying problem-solving and decision-making skills.	1	1	12	13	13	14	59	62	10	10	72	7
5. Emphasis on how to apply conflict resolution skills.	4	4	16	17	25	26	48	51	2	2	53	11
6. Emphasis on how to recognize and handle stress constructively.	4	4	24	25	22	23	39	42	6	6	48	12
7. Emphasis on providing instruction at the correct level of difficulty for every learner.	1	1	13	14	11	12	58	60	12	13	73	3.5
8. Emphasis on making learning more relevant to each learner.	2	2	10	10	14	15	53	56	16	17	63	10
9. Emphasis on differientation of instruction based on needs and interest of individual and groups of learners.	2	2	6	6	22	23	54	57	11	12	69	9
10. Emphasis on selecting and using instructional materials which enhance individual learning and elicit a more positive learner response.	3	3	6	6	17	18	51	54	18	19	73	4.5

TABLE XXII
(Continued)

TOTAL NUMBER = 95 ITEM AND PROJECT	STRONGLY DISAGREE N	%	DISAGREE N	%	UNDECIDED N	%	AGREE N	%	STRONGLY AGREE N	%	TOTAL POSITIVE %	PRIORITY RANK
11. Emphasis on the practical application of the principles of behavior management (motivation, reinforcement, transfer, etc.).	1	1	7	7	18	19	56	59	13	14	73	4.5
12. Emphasis on including relevant learning activities in each instructional segment.	1	1	7	7	20	22	61	64	6	6	70	8
Multicultural Education												
As an education major, I feel my needs as a future teacher are being met in the following areas:												
1. Understanding of the implications of multicultural education and how it relates to the classroom teacher.	3	3	6	6	15	16	55	58	16	17	75	1
2. How to adapt instruction to recognize a significant diversity of students from different cultural and racial groups.	2	2	13	14	16	17	47	49	17	18	67	8.5
3. How to identify, determine, and interpret measuring instruments and materials which are biased toward socioeconomic, cultural, or racial groups.	2	2	15	16	20	21	45	47	13	14	61	12.5
4. How to recognize and value different learning styles, different vocational goals, and different life purposes, and incorporate the strengths of these into my teaching.	3	3	12	13	16	17	55	58	9	9	67	8.5

TABLE XXII
(Continued)

TOTAL NUMBER = 95	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
5. How to help students learn social behavior within the framework of diverse cultural backgrounds.	3	3	11	12	13	14	57	59	11	12	71	4
6. How to insist upon behavior which is neither antisocial nor hostile to any group, but be tolerant of behavioral differences.	4	4	11	12	15	16	55	58	10	10	69	7
7. How to avoid and teach students to avoid devaluing or expunging the cultural or racial heritage of any student, staff member, or member of the community.	2	2	15	16	20	22	50	52	8	8	60	14
8. How to be aware of and sensitive to the use of appropriate teaching methods in instructing students of different cultural or racial heritages.	0	0	13	14	15	16	53	55	14	15	70	6
9. How to ensure that my instruction places high priority upon building a sense of personal worth in each student, both as an individual and as a member of a distinct cultural/racial group.	2	2	7	7	18	20	53	55	15	16	71	4
10. How to ensure that the instruction serves the needs and aspirations of each cultural and racial group within one school without violating the integrity of any other group.	1	1	8	8	18	20	58	61	10	10	71	4

TABLE XXII
(Continued)

TOTAL NUMBER = 95	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
11. How to improve all students' learning and appreciation of cultural and racial differences.	2	2	10	10	13	14	57	59	13	14	73	2
12. How to provide practical opportunities to express, celebrate, and maintain cultural and racial differences.	2	2	10	10	22	24	51	54	10	10	64	10
13. How to distribute resources, power, and prestige equitably among the school's cultural and social groups.	3	3	12	13	27	29	43	45	10	10	55	15
14. How to accept and build upon all of the student's divergent patterns of language in the early stages of transition to the language of instruction.	2	2	5	5	29	31	52	55	7	7	62	11
15. How to adapt instructional technique to the needs of students with divergent dialects.	1	1	11	12	25	26	45	47	13	14	61	12.5
Exceptional Child												
As an education major, I feel that my needs as a future teacher are being met in the following areas:												
1. Identifying the characteristics of handicapped, gifted, and talented learners.	2	2	3	3	16	17	46	48	28	30	78	1
2. Selecting appropriate learner objectives at the correct level												

TABLE XXII
(Continued)

TOTAL NUMBER =	STRONGLY DISAGREE		DISAGREE		UNDECIDED		AGREE		STRONGLY AGREE		TOTAL POSITIVE	PRIORITY RANK
ITEM AND PROJECT	N	%	N	%	N	%	N	%	N	%	%	
of difficulty for exceptional learners.	1	1	9	9	17	18	47	49	21	23	72	2.5
3. Planning and implementing individualized programs to meet the needs of exceptional learners.	3	3	5	5	19	20	47	49	21	23	72	2.5
4. Selecting and using appropriate instructional materials for exceptional learners.	3	3	8	8	19	20	47	49	18	20	69	5.5
5. Planning and implementing classroom management programs to enhance the learning of exceptional learners.	3	3	10	10	17	18	50	53	15	16	69	5.5
6. Communicating more effectively with exceptional learners.	4	4	6	6	19	20	51	54	15	16	70	4
7. Communicating more effectively with parents of exceptional learners.	6	6	13	14	18	19	45	47	13	14	61	9
8. Interpreting diagnostic tests in terms of exceptional learner needs and assessing ongoing progress.	5	5	13	14	27	28	37	39	13	14	53	10
9. Selecting and using appropriate instructional skills to meet the needs of all children including those who are exceptional learners.	6	6	6	6	19	20	45	48	19	20	68	7
10. Using principles of motivation, retention, reinforcement, etc., to facilitate more effective learning of all students including those who are exceptional learners.	6	6	8	8	21	23	41	43	19	20	63	8

IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations resulting from this assessment study are based on all aspects of data collected, analyzed, and presented in Part III of this report. It should be pointed out that these conclusions and recommendations must not be considered all inclusive or the only recommendations which result from this study. Although the study was designed particularly to serve as a basis for planning the Teacher Corps Project, it was appropriate to include other information concerning the total school program which definitely affects these plans, either directly or indirectly.

To really use the report as a base from which actual improvements can be made in the Teacher Corps project schools, the community, and IHE's, will require that the completion of this report be considered a second starting point for further in-depth study, planning, and implementation of activities which will result in the needed improvements. As a result of this ongoing use of the data compiled, it is expected that many additional conclusions and recommendations, not presented here, will be identified and lead to significant decisions concerning the future of the educational program for all pupils. Thus, the conclusions and recommendations presented here should stimulate further thinking and action by the Board of Education and staff with ongoing input from the students and parents. It is suggested that the reader refer frequently to the data and comments presented under Part III as these conclusions and recommendations are considered.

It should be emphasized to readers of this report that there is evidence that the Pine Bluff School District, the community, and IHE have many strengths; and the staffs, Board of Education, and community should be proud of these accomplishments. The nature of a needs assessment, however, focuses on the needs and limitations to serve as a basis for improving the total program. Thus, as the needs presented herein are reviewed, it is essential that the present strengths be kept in mind to prevent one from being overwhelmed with the needs identified.

A. Conclusions

This assessment study completed as part of the Teacher Corps Project resulted in the following conclusions:

1. The high priority goals of the Pine Bluff School District, the community, and both the University of Arkansas at Fayetteville and the University of Arkansas at Pine Bluff are compatible with the goals of the National Teacher Corps Program. The high priority needs identified in this report should form the basis for the collaborative efforts during the following four years of this project.
2. All of the involved institutions have certainly identified resources and strengths which may be used to achieve immediate and long-range goals.
3. Strengths identified in this study include the following:
   a. Both universities are strongly committed to

improving both preservice and in-service teacher education which serves as the core of both the institutional and Teacher Corps efforts.

b. The resources of both UAF and UAPB, coupled with the LEA and community, can have a very positive impact on the needs of the student population. The collaborative efforts evident in this assessment study should serve as a new beginning point in the long-term realization of these goals.

4. Parents indicated that a high priority need in all areas of concern was increased opportunities for parents to be meaningfully involved in their child's educational planning and programming.
5. School climate can best be improved by increased involvement of parents, emphasis on multicultural education, and open communication between home and school.
6. Multicultural education is an area of great concern which must be addressed if the project and institutional goals are to be achieved. Particular areas of need involve staff development, selection and appropriate use of multicultural materials, and strengthening of human relationships in the classroom and the school in general.
7. Opportunities must be provided to help parents improve their parenting skills as they become partners with the school staff in the educational efforts.

8. A wide range of differences in achievement levels was evident. Thus, a more highly developed diagnostic-prescriptive instructional program is a necessity to meet individual needs. Teachers' skills must be strengthened in instructional techniques focusing on:
   a. Establishing and maintaining the focus of the learner on the learning,
   b. Human relations,
   c. Classroom management,
   d. Teacher planning skills,
   e. Selection and use of appropriate materials, and
   f. Increase teachers' knowledge of content areas in which they teach.
9. The teacher education programs at both universities need to become more field-based in nature to ensure that the training provided is directly relevant to the real world of the classroom.

B. Recommendations

1. The completion of this needs assessment should be considered the first in a series of continuing steps toward achieving the goals of the LEA, community, and IHE. The Teacher Corps Project should form a nucleus for collaborative involvement of staffs, students, and parents as they pursue these goals. Unless a well-planned, systematical plan of action is implemented as a follow-up to this assessment study, much time and effort may have been wasted.

The following points are presented as suggested guidelines in the ongoing planning and implementation process:

a. Under the auspices of the Teacher Corps Project, Policy Committee task forces at each of the project schools and the IHE should be organized with specific assignments to areas of needs identified (multicultural, education, school climate, community involvement, etc.). Project staff members might be assigned to provide coordination and follow-up to each task force.

b. Each task force would study the data presented in the assessment study and add any more current information and impressions they have. Based on this information, the members would establish some realistic goals for short-range improvement (one year) and long-range improvement (four years). Then, they would complete a plan of action after considering a variety of alternatives and resources available. These plans would be shared with the districtwide coordinating committee and the administration who would share the plans with the Board of Education. These initial plans could form the basis for the Teacher Corps Project proposal for 1980-84.

c. A management plan including a schedule of meeting times with tasks to be accomplished, person(s) responsible, and evidence of completion should

be adopted. If possible, meetings should be monthly and either partly or completely during school hours. Prior to and following each meeting, the chairperson should meet with the person charged with overall coordination to ensure planning and follow-up.

d. Some task forces should involve selected students and parents or other community persons when appropriate. Some of the needs could possibly be addressed primarily by student task forces with staff leadership. An example of this would be the improvement of pupil-pupil relationships as it relates to school climate.

e. Each task force should review their progress quarterly and adjust goals and strategies as needed. The accomplishments achieved during the year and suggested activities for the following year should be reviewed, summarized, and submitted to the administration, Board, and community.

f. Those needs which can be satisfied by immediate changes should be instituted after careful planning and adoption by the district.

2. To meet the wide levels of achievement at each grade level in each subject, a more individualized, diagnostic-prescriptive, instructional approach should be planned and gradually implemented. This can be accomplished to some degree by individual teachers

but would probably be enhanced through an intensive staff development program where alternative approaches and materials could be examined and teachers could improve their instructional skills necessary to implement such a program. Such a program should be initiated on a pilot basis in the project schools and IHE's by staff who are willing to give time and effort to such an endeavor. Visits to other classrooms where such programs are established or use of these staff members as resource persons would be helpful. The areas of concern identified in this study should be included. They are (1) teachers' knowledge of content, (2) planning skills, (3) selection and use of appropriate multicultural instructional materials, (4) classroom management skills, (5) human relation skills, and (6) instructional skills.

3. The staff development activities patterned after the Program for Effective Teaching (PET), which is being sponsored by the state education agency, should be considered as an alternative staff development component for the Teacher Corps Project.
4. The improvement of instruction in reading, math, and other basic skills will take a full staff effort. A plan similar to recommendation one should focus on this need. Increased emphasis should be placed on helping those students who have deficits at the end of elementary school to overcome these deficits through continued instruction with emphasis on basic skills.

Increased emphasis on these skills should be intensified at all levels. This should be done after diagnosing each pupil's skill deficit and giving help on those skills needed. It must be remembered that giving all the same remedy for different needs will only result in wasting time and effort and could have negative effects on the motivation of those pupils who have already mastered the particular skill.

5. Special concern should be given to determine the reasons for the achievement deficits at each grade level. A more diagnostic-prescriptive, individualized approach is indicated since the range of achievement levels in all grades is so great. If the achievement scores are indicative of the skill needs, a great number of these students need instruction at a much lower level than their grade placement. At the same time, the emphasis on readiness and basic skills must be continued to ensure that prevention of educational deprivation is essential during the early school years.
6. Programs implemented should be selected, planned. and implemented with the goal of institutionalization receiving high priority.
7. Community resources at both the IHE and LEA's should be more fully utilized and coordinated.
8. A relevant parenting component at each project school should be implemented to ensure that the parents may

be meaningfully involved in the decision-making processes.

9. Additional emphasis on the needs of the exceptional child should be a high priority in ongoing planning and programming.

It should be remembered that the needs, data, conclusions, and recommendations presented herein are tentative and will continue to change. It would be impossible to launch an effort toward all areas. Thus, priorities must continue to be established, goals set, and plans implemented.

APPENDIX

NEEDS AS IDENTIFIED BY RESPONDENTS ON SURVEY INSTRUMENTS

FIRST WARD ELEMENTARY

Parents

. Allow teachers more money for materials.
. More aides (people, as well as machines).
. Need a sound system.
. Need air conditioning.
. Cleaner school.
. More homework.
. Explain lessons more thoroughly.
. Stir motivation and interest in class.
. Emphasis on basic skills.
. Teachers should be more understanding towards students.
. Better teacher-parent relationships.
. Continue the R.I.F. program. (3)
. Continue the behavior modification program.
. Continue the PTA involvement.
. Continue special science classes.
. Continue the athletic program.

Staff

. Effective motivation.
. Creative teaching methods/ideas.
. Motivating students beyond basic skills
. More parent involvement (stronger PTA).
. Smaller class size (20 maximum). (4)
. Need teacher planning periods.
. Full-time aide for kindergarten. (4)
. Student placement based on ability.
. Begin in-service training workshops dealing with teacher's specific needs. (5)
. Offer Saturday courses in various reading areas.

INDIANA STREET ELEMENTARY

Parents

. Emphasis on basic skills. (3)
. Parent-teacher conferences. (3)
. Better student-teacher relationships. (2)
. More playground equipment. (6)
. Air conditioners. (3)
. Copy machine.
. Need cleaner surroundings.
. Better drainage system.
. A class for exceptional children.
. Classes for different cultural backgrounds.
. Need tutors for students who have problems understanding.
. More money for books and materials.
. More playground supervision.
. Smaller classes. (2)
. Better food.
. Explain homework assignments.

. Conduct assignments which teach the child to memorize (poems, etc.).
. More field trips.
. Continue emphasis on PTA.
. Continue good attitudes among faculty.
. Continue to give students a chance to express themselves in written materials.
. Continue physical education and music.
. Continue to help children in small groups.

Staff

. More emphasis on reading skills.
. Motivation.
. More parent involvement, even parent visitation. (3)
. Better teacher-teacher communication.
. More discipline.
. Allow all teachers a planning period.
. Classroom aides.
. More instructional materials; more money to spend for instructional materials. (5)
. More audio-visual aids. (2)
. Smaller classes. (6)
. Discontinue "social" passing.
. Allow teachers to observe other teachers occasionally.
. A full-time nurse.
. Air conditioning.
. Better duplicating machine.
. Placing prospective teachers in classroom before senior year. (4)
. Require course teaching the education major student how to create, add to, or develop teaching aids.
. Begin workshops/in-service training, informing teachers on the subjects of "teaching the gifted child and the exceptional child."
. Perhaps a systematic checklist of major skills a child has mastered attached to the child's permanent record.
. Offer course relating to needs and problems of today's classroom.

SOUTHEAST JUNIOR HIGH

Parents

. Emphasis on basic skills. (4)
. More parent-teacher conferences.
. More progress reports.
. Better teacher-student relationships.
. Smaller classes.
. Special individual help for students who need it.
. More times between classes.
. Newer textbooks.
. A child should be treated and respected as being an individual person with individual needs in the classroom.
. Continue the student-counselor relationships.
. Sex education programs.

Staff

. Separating students according to ability.
. Emphasis on improving reading ability in students.
. Better parent-teacher relationships and cooperation. (5)
. Less paper work for teachers.
. More staff cooperation.
. More communication between elementary teachers and junior high teachers, also, junior high teachers with high school teachers.
. Better teacher-student relationships.
. Phone in lounge for teachers' use.
. Air conditioning.
. Better duplicating machine.
. More buildings and classrooms.
. More money available for special materials to aid slow learners and gifted students.
. More films.
. Smaller classes. (8)
. More discipline. (2)
. Employ someone to run duplicating machine.
. A program for the gifted students.
. Those students majoring in education get involved in school activities.
. Help develop and organize instructional materials in order to use them to the greatest advantage.
. Offer courses in motivation. (2)
. More night classes.
. Begin in-service/workshops dealing with teachers' specific needs.

BELAIRE JUNIOR HIGH

Parents

. Emphasis on basic skills for students not going to college.
. Encourage vocational education for lower grade-point-average students.
. Notify parents early if student is doing poorly in a class.
. More communication.
. Presenting materials in a more interesting way.
. More individual attention and motivation.
. Teach more self-discipline.
. Training courses on new methods/techniques.
. More discipline. (3)
. Smaller classes.
. More money for "in-class" projects.
. More advanced courses. (2)
. Doors on restrooms.
. More classrooms or class space. (3)
. More appealing and tastier foods.
. Separating advanced students from slower students. (3)
. Planning new courses.
. Progress reports every four weeks and conference periods.

Staff

. More emphasis on reading skills.
. Better student placement according to abilities.
. More stress on values, personal pride, and positive self-images.
. More use of instructional materials offered other than textbooks.
. Parent-teacher cooperation/involvement. (5)
. Less paper work and/or paper filling-out for teachers. (4)
. Better teacher-teacher relationships.
. Closer teacher-special education teacher relationships.
. Multicultural education.
. More textbooks for directed students. (2)
. Larger course selection (particularly eighth grade).
. More student discipline.
. Smaller class size.
. More concern for organization.
. More emphasis on academics (less on athletics).
. Vocational curriculum beginning with eighth grade.
. Curriculum supervisors.
. By offering workshops/in-service training programs which will meet teachers' specific needs. (6)
. Teach teachers according to what they will face in the classroom and discontinue the "theories" -- they never occur.
. Offer courses that would give the classroom teacher information and skills regarding the mentally retarded.

PINE BLUFF HIGH

Parents

. Emphasis on basic skills (reading, writing, spelling).
. More textbooks.
. Better facilities for handicapped students.
. More communication between teacher and individual student. (4)
. More parent-teacher meetings. (2)
. Send progress reports.
. Make sure students understand assignments.
. Be more concerned with child's learning ability, not race, creed, or color.
. More patience.
. More motivation in science and geography.
. More in-depth explanations of material and assignments.
. Smaller classes.
. More time between classes. (2)
. More assemblies.
. Controlled parking lots.
. More courses on sex education and drug abuse.
. Offer more "skills" classes.
. More extracurricular needs.
. Develop female athletics more.
. Longer lunch period.
. Continue to prepare kids for college.
. The emphasis on homework.
. Continue to praise for a job well done.

. Fair rules and regulations.
. Continue activity programs.
. Continue athletic activities.
. Continue Christian fellowship activities.
. Continue vocational education classes.
. Counselor-student relationships.

Staff

. Better parent-teacher communication and cooperation. (6)
. Better communication within school departments.
. Better teacher-student communication when student's cultural background differs from teacher's cultural background.
. Teachers' identifying needs of students.
. Better faculty-administration communication.
. Better teacher morale.
. Abolish "special" promotion.
. Improve basic skills of students in reading. (2)
. Better student placement. (2)
. Emphasis on all basic skills.
. Better coordination of activities via a district central calendar. (4)
. More planning time allowed to teachers.
. More discipline. (5)
. Unlimited budget for instructional materials. (3)
. Provide staff to accommodate smaller classes. (2)
. Employ supervision in Language Department (K-12). Also, foster more articulation in Language Department.
. Restriction of non-students being on campus.
. More multicultural studies.
. More teacher aides.
. More "in-department" supervision and cooperation.
. Vocational education for low grade-point-average students.
. More materials available.
. Improve attitudes.
. Meeting the needs of the exceptional student. (3)
. Motivate students. (4)
. Less time spent on workbooks.
. Materials that are practical in everyday living.
. Upgrade instruction.
. Coordination of curriculum K-12.
. Curriculum supervision.
. Stronger curriculum standards.
. Technical assistance through workshops/in-service program. (12)
. Require better mastery of subject matter. (2)
. By re-evaluating U of A teacher education programs.
. Make strong language majors available.
. Possibly offer a study of coordinated learning experiences between school and city and state, public offices and services.

UNIVERSITY OF ARKANSAS AT FAYETTEVILLE

Faculty

. Classroom demonstrations by excellent teachers.
. More field orientation and more meaningful experiences early in program. (5)
. Better screening of students to discourage those who are inept at interpersonal relations.
. More requirements for special education majors to keep them familiar with classroom practices.
. Enlightened advisors who help students prepare schedules for students based on need rather than building up enrollment in own classes. Screen out incompetent advisors.
. Better idea involvement by not letting students in BLOC go through the entire agenda with the same group.
. Increased attention to educational aims and critical analysis of same.
. Sound foundation of historical perspectives in education.
. Understanding of intercultural commonalities and differences demonstrated by completion of a comparative education course.
. Retraining of University faculty so that they are models of systematic instruction, mastery of learning and human relations orientation.
. Earlier supervised experience in the schools with clock-hour requirements for all who graduate. (3)
. Variety of settings.
. More emphasis on observational techniques to assess readiness and ongoing achievement, as well as to plan curriculum.
. Improving academic performance.
. More software for student use. Greater variety, more hands-on teaching experience. (2)
. Teaching preservice teachers basic human relations skills appropriate for classroom instructions. (2)
. Teacher preparation should include recognition of the fact that there are "people" needs which, when not met, preclude the attainment of curriculum and/or learning goals.
. Emphasis on quality education, less on numbers.
. Strengthen entrance and individual course requirements. (2)
. Increase stipend support for exceptional students who meet specific standards or undergraduate G.P.A., GRE, and graduate G.P.A.
. Strengthen course requirements for reading, especially in ELED and SPED.
. Stronger certification requirements, more in subject matter field, less in secondary education "teaching block." Area having more input into placing of student teachers. Changing schools and experiences in schools should be in subject matter field--at least part of it.
. Performance-based approach.
. Develop something to replace NTE.
. Emphasize teaching, instead of research.
. Much increased supervision of faculty in college classroom.
. Detailed and frequent evaluation of faculty performance and preparation for class with specific feedback to contingencies.

- System with required continuing education for faculty on college teaching of future teachers.
- Additional information and instruction for both faculty and students on the teaching of exceptional children of all types (handicapped, gifted, etc.). (2)
- Shifting to a five-year M.A. in teaching program.
- The transfer of relevant information and teacher training experiences to the student previous to the student teaching semester.
- Provide skills in positive motivation and reinforcement through personal experience in the classroom while at the University. Faculty should be teaching the individual as well as subject matter.
- University needs to be more selective in who they accept into the teacher education program--not necessarily based on test scores, but they, too, should be considered.
- Demonstrate proficiency in reading, writing, and spelling.
- Teach our students how to maintain positive classroom control. (2)
- Teach our students how to walk into a classroom and use the principles of motivation. (2)
- Learn communication skills. (3)
- Cross-cultural understanding.
- Concentrate on improving student performance on NTE.
- A lab school.
- More "teaching" opportunities, rather than observation.
- More knowledge of multicultural education. (2)
- More emphasis on knowledge and instructional skills in subject matter field. (2)
- Teaching prospective teachers how to deal with stress.
- Increased instruction in teaching reading.
- Exposing student to formal classroom experiences relating physical capabilities to academic and emotional adjustments.
- Establishing minimal acceptable health practices for "education."
- A good basic educational psychology course in lieu of changing American schools. Purpose: to score well on the NTE.
- University faculty to trust each other, behave utilizing moral principles, formulate and utilize a code of ethics based on humane principles.
- Re-establishment of tests and measurements as a course. (3)
- Developmental reading at the secondary level. (2)
- A fifth-year, half-pay internship.
- Enrichment materials of an audio and/or visual nature to enhance the teaching of various cultures.
- Observation in more than one school (at about sophomore level).
- More structured performance activities for evaluation of field experience.
- Revision of teacher education curriculum to reflect current needs and eliminate overlapping practices.
- Develop teacher education goal, oriented faculty, to minimize program self-centered goals.
- Development of skills in dealing with social and cultural differences. (2)
- Practicing what we preach regarding framing of objectives, selecting materials and strategies, evaluating more comprehensively.
- Fifth-year program -- secondary level impossible to do "everything" in four years.

- Establishment of special methods in "Block."
- Need extensive P.S. classroom observation and teaching time at sophomore and junior levels.
- Much more work in teaching organization and material survey.
- Emphasis on classroom management, pacing, motivation, and communication.
- Greater integration and coordination of on-campus activities with field activities.
- Development of an ongoing, effective follow-up study of all former students.
- More effective initial student screening and selection.
- Better training in diagnostic-prescriptive teaching for all students. (2)
- Professional courses with consistent content.
- Planned public relations program to help enhance status of education in eyes of others.
- More interdisciplinary activities.
- Interpersonal skills.
- Moving toward a unified concept of education rather than all separate programs.
- Earlier experiences with students in teacher education program, rather than all experiences so close to the "teaching block."
- More supervised experiences in actual instructional situations.
- More tutorial experiences.
- Better understanding of student behaviors.
- More concerted effort to evaluate fairly.
- Greater commitment to behavioral change.
- Understanding of human growth and development and its significance to the screening process.
- Understanding scope and sequence in learning experiences.
- Being competent in one's teaching area.
- Change certification requirements to more adequately reflect area needs. (2)
- Add more technical courses, less general subjects.
- No need for P.E.; more need for first aid and safety (not physiology as presently being taught).
- More careful selection of student teaching environments and training program for supervising teachers.
- Identification of critical competencies in general education and the reduction of credit hours in General Education--ELFD and SED courses.
- Every teacher leaving the U of A should have a thorough knowledge of how to incorporate instructional media into their teaching.
- Evaluation of prospective teachers' competencies upon entry into teacher education, during teacher education, exit from teacher education with recommendations for certification.
- Greater use of the LRC by encouraging independent study rather than teacher lecturing, teaching reading at all levels and in all areas of education specialization, introducing a course in adolescent literature at the undergraduate level, require a knowledge of the College of Education Catalog in EDFD 2003 (Changing School), which would enable the student to prepare his own schedule, eliminate practice of teachers in EDFD 2003 promoting their own SEED 3023 class the next semester (encouraging certain individuals to take the course).

. Increased attention to multicultural awareness and international dimensions that represent our present state of interdependence.
. That the college provide a place for observation and participation in an appropriate setting under college supervision. If the project takes place off campus, that the college and the cooperating agency provide an arena for policy-making decisions as well as clarifying rules and responsibilities, and that this group have a student representative.
. That the college establish a more flexible degree plan for all students with suggestions for freshmen and sophomore students.
. That the college encourage faculty and students to work together in insuring the best program for that individual.
. Obviously, most of the items here represent desirable emphases. To be useful, some system of prioritization will have to be developed.
. Better teachers in block classes. Availability of teachers to students needs to improve.
. Survey teachers who have finished program as to what changes (specific) are necessary to give them instruction on content that they have experienced deficiencies.
. We need exciting faculty who are willing to risk change and to be challenged themselves -- faculty who are students for life.
. Constant evaluation of all courses that are required to ascertain if they are meeting objectives that they were designed to meet when courses were approved. (Teachers sometime revise course away from the original objectives of the course; and in some cases, it no longer meets the needs of prospective students.)
. Professional semester with block courses needs attention--possible changes.
. State recognition, money-wise, of master teaching certification.
. I think we have a good program with a strong faculty and administration. Our greatest needs are in the area of non-print instructional and enrichment materials.
. Better supervision of student teachers. Better selection of supervising teachers. Supervising teacher and teacher educational workshop.
. Use of specialists in the school cannot be overemphasized.

Education Majors

. Some help in working and coping with children who are mainstreamed.
. More student involvement in the elementary schools.
. Requirement to take a course for the exceptional child. (10)
. More contact with children. (2)
. More practice teaching experience with problems in schools. (8)
. Textbook and other materials--what's available and how to evaluate. (2)
. More "realistic" methodology classes.
. Practical math instruction.
. More emphasis on reading levels and instruction. (2)
. More instruction on appropriate level material.
. Identifying possible learning disabilities or abilities (assessment and evaluation of individual students). (2)
. Teaching classroom management--discipline and how to handle behavior problems. (2)
. Lack of ideas and instruction on parent-teacher relations.
. Curriculum guides.

. Developing skills of communications. (3)
. Developing skills on motivation, retention, and reinforcement. (3)
. Developing ability to meet individual needs. (2)
. Teachers citing examples, actual experiences. (2)
. Practical instruction (not hypothetical projects, etc.). (6)
. More student involvement in the classroom.
. Methods and ideas. (2)
. How to develop curriculum for special and regular classroom children and be more effective. (2)
. How to get through a job interview and how to choose a school.
. Education courses taught the way middle school is taught.
. Observation in public schools. (2)
. Diagnostic-prescriptive instruction.
. Multicultural and multiracial. (3)
. Thorough knowledge of subjects taught. (2)
. Appreciation of each student's having personal worth.
. Have students teaching two semesters in junior year, then methods courses. (2)
. Human relations with students.
. Emphasis on preschool child.
. More experiences in teaching all levels and abilities.
. More involvement toward learning centers, less involvement of textbook.
. Update recent findings and changes.
. Resource and funds information.
. Workshops in area of student teaching.
. How to prepare in a poor school district.
. More application of how knowledge can be transferred.
. Less busy work in some classes so a person can focus on objectives and results.
. More classes in dealing with aspects of special education.
. Do something to improve teaching reading presentation.
. More classes and teaching social studies, children's literature, and language arts.
. In changing schools. Rather than being assigned to one classroom for twenty-one hours, should observe many classrooms to get a broader view.
. More positive relationship between advisor and student.
. Curriculum more up-to-date.
. Educational library needs many changes.
. Basic counseling skills.

UNIVERSITY OF ARKANSAS AT PINE BLUFF

Faculty

. Establishing and maintaining positive human relations with students.
. More dedicated teachers.
. Administrational support for teachers.
. Need to provide more time for "on-the-job" training for students.
. More opportunities for professional involvement.
. Strengthen requirements of teacher education admission.

. Mandatory in-class training on sophomore level.
. Diagnostic-prescriptive instructional courses for all education majors.
. More emphasis on competency-based programs (instruction). (2)
. The furnishing of more realistic guides to proper assessment of basic literature.
. More workshops and visitation by college teachers.
. More materials available to classrooms (modern). (4)
. Need to provide transportation for visitation purposes.
. Classroom management skills for more individualized instruction.
. The informing of students of their basic rights.
. Improved motivational techniques.

Education Majors

. Improve or exercise creativeness in students.
. More emphasis on basic skills.
. More positive attitudes. (2)
. More broad-minded instructors.
. Teachers need to stop belittling students.
. More teaching experience in class training. (9)
. More studies in the governmental area.
. More parent-teacher conference courses.
. More discipline.
. Drop test fees.
. Need to re-evaluate staff.
. Chancellor who relates to students.
. More textbooks.
. Need more of all types of materials.
. Need to offer course on dealing with the handicapped student.
. Need course in individualized teaching methods.
. More visual aides needed in classes.
. Less emphasis on ethnic groups.
. Stress more teaching to the exceptional child.
. Teach motivation skills or tactics. (2)
. More classroom planning.
. Less testing, more implications.
. More instruction on dealing with different ethnic groups.
. More time dedicated to observing constructive teaching.